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ABSTRACT

This booklet is intended to help adults master the basic and life skill vocabulary needed to meet the simple communication demands of daily life. It is designed to assist adult basic education (ABE) teachers in the implementation of a competency-based learning system that emphasizes the integration of basic and life skills learning. The booklet provides resources to assist learners in recognizing, expanding, using, and applying relevant vocabulary. Part I provides an overview of the booklet, an article on the role of vocabulary in reading comprehension, and guidelines to facilitate vocabulary development. Part II contains four types of resources: Life Skills Word Lists, Word Patterns Lists, a Sight Vocabulary List, and 50 Vocabulary Activities. The Life Skills Word Lists vocabulary for over 30 life skill competencies, categorized under five general areas: consumer economics, community resources, health, occupational knowledge, and government and law. All vocabulary listed is identified as appropriate for Level I or Level II adult learners. The Word Patterns Lists keys over 100 word pattern lists to life skill vocabulary. The Sight Vocabulary List is the Dolch list of 200 words that are the most basic and/or do not follow phonetic patterns. The 50 Nifty Vocabulary Activities are a series of activities that can be used with most of the life skills, word patterns, or sight vocabulary lists. Copy-ready graphics that complement various activities are provided. (YLB)

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PROJECT MAPP

The Vocabulary Booklet
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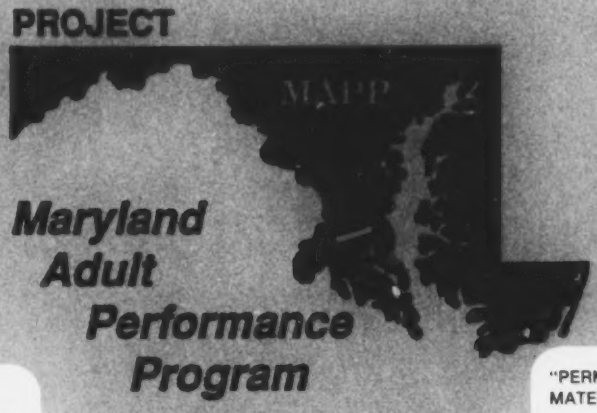

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IMPLEMENTING THE INSTRUCTIONAL PROGRAM

A COMPETENCY-BASED ADULT EDUCATION LEARNING SYSTEM

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Janet Niblock

Janet Niblock
Project Mapp, Instructional
Program Manager

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OVERVIEW

The Vocabulary Booklet is one of three publications developed to assist Adult Basic Education (ABE) teachers in the implementation of a competency based learning system which emphasizes the integration of basic and life skill learning. (See also Project MAPP Learning Strategies Sampler and Materials Match.)

The goal of the Vocabulary Booklet is to help adults master the basic and life skill vocabulary they will need to meet the simple communication demands of daily life. The booklet provides resources to assist learners in recognizing, expanding, using, and applying relevant vocabulary - no matter what the individual's need, interest, or level of ability.

Included in the booklet are extensive listings of the following:

1) Life Skills Word Lists - An extensive list of functional vocabulary words organized according to topics under the 5 major headings of Consumer Economics, Community Resources, Health, Occupational Knowledge, and Government & Law. (See page 6 for a description)

2) Word Patterns Lists - Over 100 word pattern lists are keyed to life skill vocabulary. (See page 60 for a description)

3) Sight Vocabulary List - The Dolch list of 200 words which are the most basic and/or do not follow phonetic patterns. (See page 68 for a description)

4) 50 Nifty Vocabulary Activities - A series of activities which can be used with most of the life skills, word patterns, or sight vocabulary lists. (See page 70 for a description)
plus
Visual Aids (copy-ready graphics) which complement various vocabulary activities. (Yellow Pages)

All material in the Vocabulary Booklet is color coded:

White Pages - Overview, explanations, and introductions

Blue Pages - Reference and Resource Material

Yellow Pages - Visual Aids

WHY A VOCABULARY BOOKLET?

The importance of vocabulary development to general learning achievement has been recognized for years. A word is a label for an internal reality. When a new label is created a new set of perceptions results; therefore, an individual's known vocabulary reflects perceptions.

For each life skill learners choose to master, the set of specialized vocabulary and accompanying perceptions change. Familiarity with the specialized set of labels specific to any life skill is a prerequisite for the learners to succeessfully apply thinking, reading, and writing skills to accomplish mastery.

Learners' perceptions must include contextual as well as definitional information.

Vocabulary development is related to every part of the thinking process - word perception, comprehension, analysis, application, and evaluation. Learners must recognize words, determine their correct meaning in context, fuse the meanings of separate words into a chain of ideas, and assimilate the vocabulary into total life experiences.

It is not enough that the learner have definitional information about specific vocabulary. The learner must also have contextual information, being able to use and interpret meaning in particular settings.

The Vocabulary Booklet addresses these objectives. It provides resources and ideas to promote vocabulary development. It provides resources for new readers with the need to address survival word attack skills; as well as for learners who are ready to work with specific life skills vocabulary lists.

The Vocabulary Booklet suggests resources and opportunities for the ABE teacher to help learners

Recognize
Expand
Use
Apply

the Vocabulary necessary to the mastery of many of life's daily tasks.

The Role of Vocabulary in Reading Comprehension

The important role of vocabulary development in reading comprehension has been acknowledged for many years. In 1944, Davis found that word knowledge is clearly the most important factor in reading comprehension; the importance of word meanings in reading comprehension has been confirmed by current researchers as well (Barrett & Graves, 1981; Hayes & Tierney, 1982).

The increasing awareness of the influence of prior knowledge in the reading process has given even greater importance to vocabulary development. A reader's vocabulary serves as a means of labeling the ideas (or schemata) that already exist in the mind. A goal of vocabulary instruction is to develop additional labels for existing schemata, with good instruction adding to the schemata as well. Because schemata play an integral role in the comprehension process, vocabulary development is an important component of comprehension instruction.

The importance of prior knowledge and vocabulary development in reading comprehension is generally recognized by teachers and reading researchers alike. Most reading lessons, particularly those taught from a basal series, include activities for increasing background knowledge and for instruction in vocabulary development. Only recently, however, we have come to appreciate fully the critical role that a student's prior knowledge plays in reading comprehension.

Comprehension, no longer viewed as simply getting meaning from the printed page, is seen as an active process in which students integrate prior knowledge with text information to create new knowledge (Adams & Bruce, 1980). Skilled readers actively call into play and integrate the knowledge and experiences stored in their memories with the words on the printed page (Durkin, 1981). In fact, research has shown that background knowledge about a topic, particularly understanding of key vocabulary, is a better predictor of text comprehension than is any measure of reading ability or achievement (Johnston & Pearson, 1982; Johnston, 1984).

To maximize reading comprehension, teachers need to find ways to help students activate and retrieve prior knowledge related to the topic about which they will be reading (National Institute of Education, 1978). They must provide activities that give students an opportunity to mobilize existing information (schemata) so that readers are ready to relate to their reading. Similarly, vocabulary must be introduced in a meaningful way so that existing knowledge is activated, allowing the new information to be linked to the old. For vocabulary instruction to be effective, however, the instruction must not be limited to individual word meanings, but rather attention must be given to the schemata or entire conceptual framework elicited by the word meaning. Recent vocabulary research has confirmed the advantage of a concept development approach to vocabulary instruction over the more conventional definition and sentence approach. In concept development approaches, the emphasis is on where a word fits in a reader's semantic repertoire, rather than being limited to what the word means or how it is used in sentences (Pearson, 1985).

Heimlich, Joan E. & Pittelman, Susan D., Semantic mapping: Classroom applications, International Reading Association, Delaware, 1971, p. 2.

GUIDELINES TO FACILITATE VOCABULARY DEVELOPMENT

1) Select useful, relevant vocabulary. Focus on material of the learner's interests.

2) Do not introduce too many vocabulary words at once. Consider the learner: too many new words could be overwhelming.

3) Introduce new words in context. Explain the words in clear, concrete terms and use them in sentences.

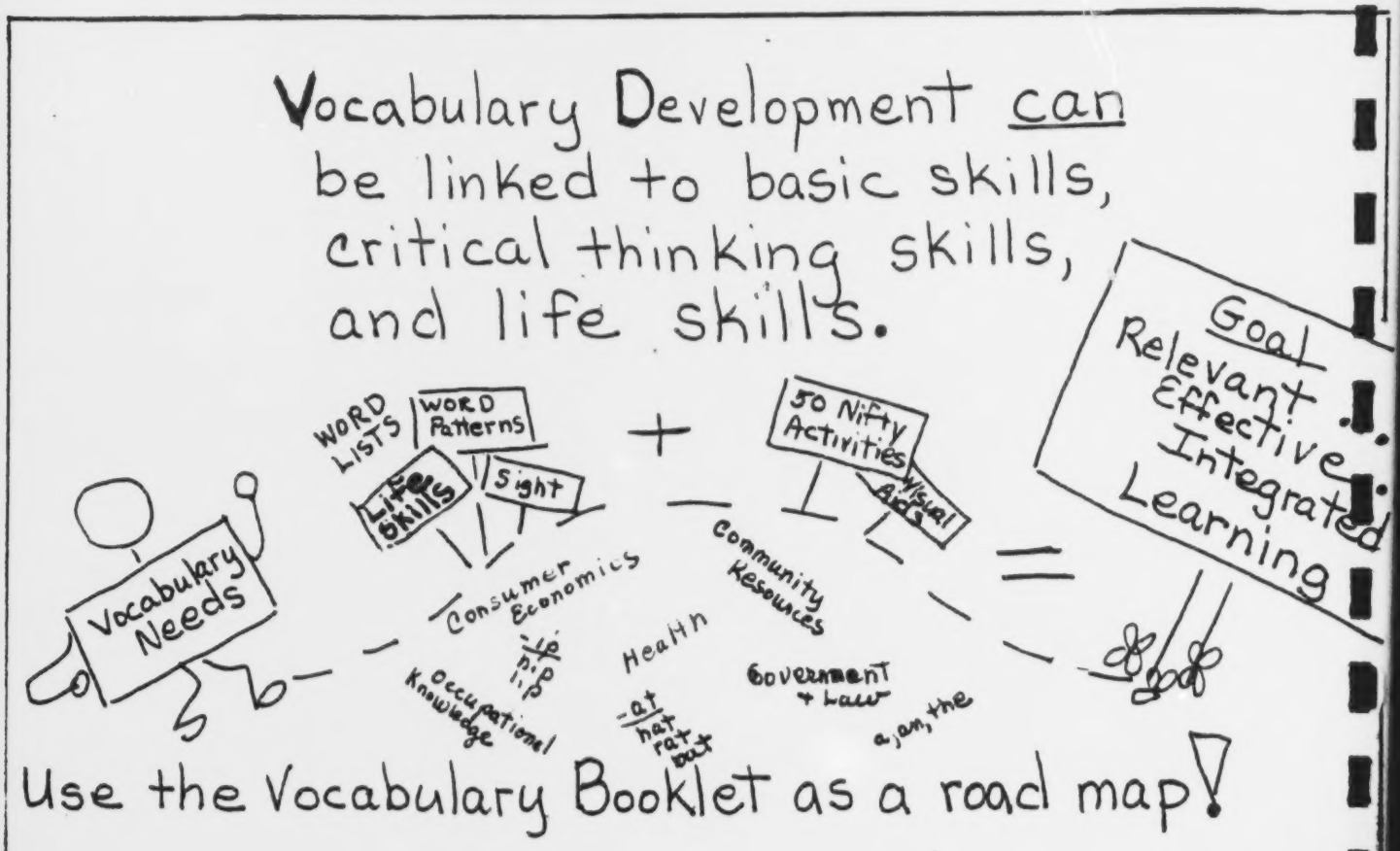
4) Utilize word patterns and pronunciation clues.

5) Explore what the learner already knows. Ask, "What do you already know about these words?"

6) Provide practice so the new words become part of the learner's reading, speaking, and writing vocabulary.

7) Select activities to help the learner expand vocabulary. Explore synonyms, antonyms, homonyms, multiple meanings, root words, prefixes, and suffixes.

8) Have fun! Vocabulary development can consist of the rote learning activity of finding words in the dictionary and writing sentences
or
it can involve learners in interactive experiences which are fun and meaningful (See "50 Nifty Vocabulary Activities").



LIFE SKILL WORD LISTS

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LIFE SKILL WORD LISTS
INTRODUCTION

The following pages list vocabulary for over 30 Life Skill Competencies, categorized under the 5 general areas of Consumer Economics, Community Resources, Health, Occupational Knowledge, and Government & Law.

CONTENTS

I. Consumer Economics
1. Measures
2. Coins & Currency
3. Purchasing Goods & Service
4. Comparison Shopping
5. Housing
6. Money Management
7. Consumer Economics
8. Care & Upkeep of Personal Poss.
9. Housing
10. Automobiles

II. Community Resources
1. Telephone
2. Transportation & Travel
3. Time
4. Post Office
5. Community Agencies & Services
6. Leisure Time

III. Health
1. Medical Assistance
2. Medical & Dental Forms
3. Medications
4. Health & Safety Proc.
5. Health Maintenance

IV. Occupational Knowledge
1. Finding A Job
2. Wages, Benefits & Organ.
3. Work Place Safety
4. Keeping A Job/Get A Pro.

V. Government & Law
1. Voting
2. Rights & Responsibilities
3. Taxation
4. U.S. Government

All vocabulary listed is identified as appropriate for either Level I or Level II adult learners.

Characteristics of the Level I Learner

- Students who lack basic word attack skills & need to emphasize the development of basic decoding skills.
- Address basic skills as introduced, practiced & reviewed in the context of life skill situations.

  i.e. Find words that contain the pattern "at" in a newspaper, on a map, in an ad, etc.
  or
  Find locations on a map using the letters & numbers. "Milwaukee is located at P,5."
- Note: An asterick (*) next to any Level I word indicates that a word pattern has been listed for that word.

Characteristics of the Level II Learner

- Students who demonstrate that some or many of the basic word attack skills are in place although they may need some review or refinement
- Ready to learn, practice, & use vocabulary specific to selected life skills.

  i.e. "What are the set of words you need to learn to read to complete the voter registration form?"

I. CONSUMER ECONOMICS

1. Measures

Vocabulary

LEVEL I.	LEVEL II.
ENGLISH and METRIC SYSTEM	
foot (ft.) *feet (ft.) *gram *inch (in.) liter *mile (mi.) *yard (yd.) meter	convert
MEASURES and FORMULAS	
*cup(s) area foot (ft.) *feet (ft.) gallon (gal.) *inch(es) in. height length measure net weight ounce (oz.) pint (pt.) *pound quart (qt.) *rules tablespoon (Tbsp.) teaspoon (tsp.) width *yard (yd.)	capacity centimeter (cm) circumference kilo millimeter (mm) perimeter volume formula geometry figures
MAPS, DISTANCE, and GRAPHS	
budget *chart city compass exact graph key line graph *stop table	accurate average axis bar graph circle graph direction details divided economic export legend latitude longitude percent physical map pictograph population represent schedule symbol temperature

TEMPERATURE

C (Celcius)
*degree (°)
F (Fahrenheit)
fever
98.6 - normal body temperature
boiling point
Celcius
Fahrenheit
fever
freezing point
temperature

RECIPES

*bake
*beat
*blend
*boil
*broil
*brown
*chop
*cup (C)
*fold
*fry
grease and flour
mince
*mix
pint (pt)
*sift
stir
stirfry
tablespoon (Tbsp)
teaspoon (tsp)
timing
sauté

PRODUCT CONTAINERS

*cup
gallon (gal)
ounces (oz)
pint (pt)
*pound
quart (qt)
weight
liquid measure
net weight

CLOTHING MEASURES

*bolt
* feet (ft)
inches (in)
pattern
tape measure
*yard

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I. CONSUMER ECONOMICS

2. Money

Vocabulary

LEVEL I.		LEVEL II.
COINS and CURRENCY		
add	one	amount
*bill(s)	two	change
*cent	*three	charge
coin	four	compare
count	*five	compute
*dime	*six	currency
dollar	seven	decimal point
money	eight	figure
nickel	*nine	subtotal
penny	*ten	total
quarter	zero	
subtract	$	
*sum	¢	
*tax		

I. CONSUMER ECONOMICS

3. PURCHASING GOODS AND SERVICES

Vocabulary

LEVEL I.		LEVEL II.	
CHARGE ACCOUNTS			
account	charge account	applicant	finance charge
account no.	*check	application	fixed expenses
*bill	checking account	co-applicant	interest
billing date	*credit	credit bureau	maximum liability
budget	credit rating	delinquent	minimum payment
charge	*fee		unauthorized user
CREDIT BUYING			
(See vocabulary for previous unit - plus:)			
"buy now, pay later"		delayed payment	
credit rates		instant credit	
down payment		installment	
time payment		revolving charge account	
CATALOG BUYING			
*address	*name	description	
catalog	number #	freight charge	
*checks	order form	installments	
C.O.D.	*page(s)	quantity (qty.)	
color	*pound(s)	service charge	
extra	postage	subscription	
* feet	*price	territories (area)	
home delivery	*sale	transportation	
inches	size		
item	*small		
large	*tax		
medium	total		
money	weight		
money order	*zip code		

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COUPONS

amount
discount
expired (expiration date)
face value
*limit
product
proof of purchase
*store
symbol
void

*rebate
receipt
redeem
reduce

COIN OPERATED MACHINES

change
coin return
*deposit
*dime
empty
insert
nickel
quarter
out-of-order
select
*slot

LOCATING CONSUMER GOODS

department stores
catalog stores
yellow pages of telephone book
newpaper classified ads (used sale items)
supermarkets

I. CONSUMER ECONOMICS

4. COMPARISON SHOPPING

Vocabulary

LEVEL I.	LEVEL II.
ADVERTISEMENTS/LABELS	
*cash C.O.D. goods label menu planning *tax USDA	additive artificial brand name contents financial plan generic ingredients luxury/necessity nutritional value quality service special(s)
BEST BUY	
budget ounces per *pound *price *unit	quantity
(See vocabulary above for Ads and Labels)	
UNIT PRICING	
(See vocabulary above for Best Buys and Ads)	
DISCOUNTS	
ads item(s) percent price rate sale saving	advertisement compare compute discount original

I. CONSUMER ECONOMICS

5. HOUSING

Vocabulary

LEVEL I.	LEVEL II.
KINDS OF HOUSING *apartment *buy low income housing own *rent, renter, rental single family townhouse	classified ads discrimination efficiency (apt.) furnished real estate agent rental office subsidized
CLASSIFIED ADS *buy housing income index lease *rent,rental	abbreviation(s) application fee classified ads community serv. discrimination distance drawbacks furnished (un) marital status occupancy real estate recreation references security deposit special features utilities
LEASE and RENTAL AGREEMENTS *fee lease leave *rent *small print	agency agreement clause complaint existing security deposit truant waive
UTITILIES *costs cubic feet gas *light meter reading telephone usage utility bill water	comsumption electricity kilowatts

RENTER and LANDLORD RIGHTS

abuse
*deposit
duties
*expire(s)
housing
income
landlord
lease
right(s)
*sublet
complaint
conditions
discrimination
inspect
occupancy
problem
restriction
security deposit

LOANS and INSURANCE

amount due
*agent
balance
*benefits
*closing date
co-signer
coverage
*credit
credit rating
*group plan
*late fee
loan
paid-in-full
*payment
rider
whole life policy
beneficiary
collateral
contract
deductible
endowment
indemnity
interest
maturity
minimal payment
premium
revolving credit
term protection

HOME MAINTENANCE

bath
bedroom
ceiling
closet
dining room
do-it-yourself
doors
floor
*frame
garage
*hardware store
*kitchen
ladder
lighting fixtures
manual
paint
plaster
repairs
roof
shingles
tools(names)
*wall(s)
windows
*yard

HOUSE THEFT and FIRE PREVENTION

911 (phone)
baking soda/flour
fire department
grease
heaters
*lock(s)
matches
oily rags, papers, trash
police
report
rob
robbery
safety
alarm system
emergency
escape plan
extinguisher
security
smoke detectors
sheriff

I. CONSUMER ECONOMICS

6. MONEY MANAGEMENT

Vocabulary

LEVEL I.	LEVEL II.
BUDGETS account savings account checking account budget *credit card(s) debt *rent *tax(es) value	balanced budget charging expenses comparing prices contributions emergency fund financial goal fixed expenses fixed income inflation interest layaway plan mortgage personal expenses recreation utilities variable expenses
MAJOR PURCHASES *best price (lowest price) *brands *credit reduced *sales slip(s) services	bargain comparing prices finance charge impulse buying installment interest receipts shipping charge service contracts
BILLS/CREDIT REPORTS *cash compute *credit charge *due date *percent *sales tax *tax table	finance charge installment interest

I. CONSUMER ECONOMICS

7. CONSUMER PROTECTION: LAWS & RESOURCES

Vocabulary

LEVEL I.	LEVEL II.
FOOD PACKAGING LABELS	
*brand names	active ingredients
calories	additive
*caution	artificial
*directions	distributor
*grade	dosage
labels	electronic scanner
open dating	expiration date
*pack date	fortified
serving size	ingredients
*stamp	minerals
*unit	net and gross weight
	nutrients
	preservative
	generic
	UPC (universal product code)
	USDA (U.S. Dept. of Agriculture)
	USRDA (U.S. Recommended Daily Allowance)

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I. CONSUMER ECONOMICS

8. CARE and UPKEEP of PERSONAL POSSESSIONS

Vocabulary

LEVEL I.	LEVEL II.
PRODUCT GUARANTEES and WARRANTIES	
*buy charge	defective guarantee purchase warranty
CLOTHING CARE LABELS	
*blend *brand name *cold water cotton *dry clean only dryer fabric *hand wash only like colors (dark colors) whites waterproof wool	delicate material machine polyester symbol synthetic washing instructions
PRODUCT OPERATING INSTRUCTIONS and DIRECTIONS	
cord operating *plug service usage *volt	appliance directions electricity instructions machine maintenance

HOME MAINTENANCE

*brick
*drill
electric
fixture
floor
gas
hammer
hardware
*heat pump
meter
*nail(s)
plumbing
repairs
roof
siding
step ladder
storm window
washer
water

air conditioner
humidifier
insulation
pliers
screwdriver
shingles
utility
wrench

OBTAINING REPAIRS

*drain
fuse
leak
pipe
plumber
*plug
repair
*repairman
roofer
sink
*wire

air-conditioning
appliance
directions
electrical outlet
electrician
estimate
faucet
furnace
instructions
original purchaser
serial number
socket
utilities
warranty
semiannually

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I. CONSUMER ECONOMICS

9. BANKING

Vocabulary

LEVEL I.

CHECKING and SAVINGS ACCOUNTS

account
*address
balance
*bank
*blank
bounce
*cash
charged
*check(ing)
coin
*credit
debit
*deposit
forms
write nos. 1-1000
initials
loan
*mistake
monthly memo
*net deposit
*overdraw
outstanding checks
passbook
pencil
*rate
record
*safe deposit box
savings account
*savings bank
signature
*statement
teller
void

PROCEDURES and FORMS

account
balance
bank
*check(ing)
coins
*credit
*debit
loan
money order
number
passbook
record
*slip
*statement
signature (card)

INTEREST

daily
monthly
*payment
*plan
*percent
*rate

LEVEL II.

canceled
commercial banks
compound interest
credit union
currency
duplicate
endorse
full endorsement
guarantee
identification
individual/joint check
minimum
restrictive
received
reconcile
register
semi-annually
service charge
signature card
transactions
traveler's checks
withdrawal slip

borrow
canceled
currency
endorse
guarantee
individual/joint account
minimum
withdrawal slip

annually
decimal
interest
installment(s)
quarterly

LOANS

amount	application
*asset(s)	creditor
*date	collateral
loan	financial
*name	installment)s)
*net	information
*rate	interest
reason	liability(ies)
total	endorsement

25

I. CONSUMER ECONOMICS

10. AUTOMOBILES

Vocabulary

LEVEL I.

SIGNS

ahead
*brake
bridge
*bus stop
children
city
curve
crossing
danger
dead-end
detour
*dotted line
do-not-enter
*exit
*freeway
*highway
icy
*lane
left
merge
*limit
*line
no passing
one way
parking
*pass
route
*right-of-way
*road
*railroad
radar
*solid line
slow down
*speed
sharp
*stop
*school
*turn
*wet
*wrong-way
yield

DRIVER'S LICENSE

accident
*age
*dim lights
flashing (red or yellow)
*green
glasses
*left turn
police
*red
*right turn
road signs (see sign voc.)
*starting
*stop
*test

LEVEL II.

caution
dangerous
discharge
hydrant
intersection
maintain
maximum
minimum
narrow
no outlet
pavement
pedestrian
prohibited
shoulder
signals
surface
slippery
standing
traffic

accelerate
alcohol
application
defensive
driving school
emergency
handicapped
issue
license
manual
Motor Vehicle Administration
neighborhood
operate
parking
permit
personal injury
property
registration
rejected
restore
revoke
signals
suspend
violation

MILEAGE and GAS CONSUMPTION

*buy
cost
fuel
gas
*mile
*price

amount
average
consumption
decimal
distance
divide
gallons
gasoline
leaded
regular
unleaded
speedometer

MAPS

border
bridge
compass
cities
county
dirt(road)
east
highway
inch
key
grid
*line
letter
*map
*mile
north
river
*road
south
*scale
*state
*town
meter

country
direction
distance
gravel
kilometer
index
intersection
legend
locate
mileage
paved
route
tunnel

PURCHASING A CAR

compact
dealer
full size
monthly
*overdrive
*tire(s)

air-conditioning
AM/FM radio
auto loan
automatic
cylinder
dealership
demonstrator
emission control
fuel-injection
hatchback
ignition
interest
manual
mileage
options
payments
power
steering
brakes
steel-belted
standard
sedan
transmission
trade-in-allowance

AUTO MAINTENANCE

*brakes
*fan belt
fuse
*oil
*oil change
*rotate
*brake fluid
*tire(s)
tune-up
wipers
alignment
air filter
antifreeze
balance wheels
battery cables
dipstick
lubrication
muffler/tailpipe
oil filter
radiator
transmission fluid
spark plug
windshield
tire guage

AUTO EMERGENCIES

accident
*direction(s)
*fire
*flare(s)
*jack
*lock
motor
police
*right-of-way
seat belt
telephone
*tire
tow truck
white cloth
ambulance
emergency
flashers
insurance
intersection
location
license
mechanic
passenger
pedestrian
registration
vehicle
witness

AUTO INSURANCE

accident
damage
police report
seat belt
theft
claim
bodily injury
collision
comprehensive coverage
deductible
medical expenses
no fault
options
premium
property damage
policy holder
scene (of accident)
uninsured
vandalism
vehicle

II. COMMUNITY RESOURCES

1. THE TELEPHONE

Vocabulary

LEVEL I.		LEVEL II.	
DIRECTORY			
*ad(s)	listing	advertising	guide words
*blue	*phone	alphabetical	index
*code	*white page(s)	area	initial
*dealer	*yellow page(s)	business	information
*dentist		classified	section
dial		directory	suburban
heading			services
EMERGENCY CALLS			
abuse	fever	ambulance	
address	*fire	choke(ing)	
*animal bite	headache	clinic	
*bleed	heart attack	crisis	
break-in	hospital	emergency	
breathing	medic	insurance	
*burn	*name		
child	poison		
danger	police		
dead	*sick		
*drug	stomach		
faint	*telephone		
choke	number (caller's)		
TIME ZONES			
a.m.	p.m.	Central standard	
daylight savings	rate	discount	
eastern standard	time	Mountain standard	
midnight	weekend rate	Pacific standard	
noon	zone		

BILLINGS

area code
*bill
charge(s)
*credit
*due
extra
911
listing
month
*rate
repair
*tax
total
*touch tone
amount
current
installation
itemized calls
operator assistance
prior charges
private
service
charge
summary

PAY TELEPHONE and TELEGRAMS (Extra Charge Calls)

charge
collect
*coin
dial direct
local
long distance
money order
*pay phone
person-to-person
public
*rate(s)
toll-free (800)
credit card
directory assistance
deposit
disconnected
interrupt
operator
telegram
unassisted
Western Union

GIVING and RECEIVING TELEPHONE MESSAGES

*call back
*date
*hang up
later
*name
number
*time
wrong (number)
message
nuisance
obscene

II. COMMUNITY RESOURCES

2. TRANSPORTATION and TRAVEL

Vocabulary

LEVEL I.	LEVEL II.
DIRECTIONS above across after around *back backward *before behind below *beside between *direction east first follow forward front *in in front of into *last left *mile(s) *near next to north northeast *northwest *out over *right route sign south southeast southwest to	access beneath towards
SIGNS *bus stop closed do not cross do not enter *do not pass *no U turn *one way *railroad crossing *stop thru walk *road See I.10 Consumer Economics: Automobiles for additional vocabulary	information no trespassing pedestrians traffic yield winding
TYPES OF TRANSPORTATION *airplane airport bus car coach *first class metro *subway taxi *train *station *underground	passenger

SCHEDULES and FARES

airport	northbound	arrival (arr.)
a.m.	*one way	connection
*arrive	p.m.	departure
baggage	*restrooms	deposit
bus	round trip	express
connect with	southbound	schedules
*depart	*taxicab	
etc.	*timetable	
*fare	*train station	
local	*weekday	
*non stop	*weekend	

MAPS

Amtrak	north	compass rose
border	northeast	directional symbol
county	*northwest	distance
country	number	Federal route
*direction	paved	gravel
dirt	*railroad	grid
east	*road	index
*freeway	route	intersect
from-to-	*scale	legend
*highway	south	matrix
inch	southeast	notations
interstate	*southwest	schedule
key	*state	thruway
letter	symbol	
locate	to-from-	
*map	*toll road	
measure	*west	
*mile	grid	

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II. COMMUNITY RESOURCES

3. TIME

Vocabulary

LEVEL I.			LEVEL II.
CLOCK			
alarm	*nine	a.m.	
*clock	number	p.m.	
*day	one		
dial	*past		
eight	quarter		
eleven	second		
*face	seven		
fifteen	*six		
fifty	*ten		
*five	thirty		
forty	*three		
four	*time		
half	twelve		
*hand(s)	twenty		
hour(s)	two		
minute(s)			
CALENDAR			
April (Apr.)	Monday (Mon.)		autumn
August (Aug.)	November (Nov.)		calendar
*date	October (Oct.)		season
*day	Saturday (Sat.)		
December (Dec.)	September (Sept.)		
*fall	spring		
February (Feb.)	summer		
Friday (Fri.)	Sunday (Sun.)		
January (Jan.)	Thursday (Thurs.)		
July (Jul.)	Tuesday (Tues.)		
June (Jun.)	Wednesday (Wed.)		
March (Mar.)	winter		
*May	*week		
month	*year		

II. COMMUNITY RESOURCES

4. POST OFFICE

Vocabulary

LEVEL I.		LEVEL II.
ADDRESSES		
city	state	
envelope	street (avenue, road, etc.)	
name	U.S.A. (other countries)	
P.O. Box	Zip Code	
return address		
route		
rural		
POSTAGE RATES		
address		cash receipt
C.O.D.		certified mail
*fourth class		domestic
insure		express mail
letter		foreign
*mail		mail gram
money order		prepaid
package		registered mail
parcel		restricted delivery
*P.O. box		special delivery
*second class		weight
*stamps		
*third class		
POSTAL FORMS and TERMS		
address		addressee
insure		certified mail
*name		destination
*return address		document
shipping and handling		envelope
tracer		fragile
*zip code		irreplaceable
		merchandise
		receipt
		signature

LOST MAIL

addressee
claim(s)
form
insured
lost
mail

complaint
destination
domestic
foreign
receipt

MONEY ORDERS

cash
print
valid

customer
receipt
signature

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II. COMMUNITY RESOURCES

5. COMMUNITY AGENCIES and SERVICES

Vocabulary

LEVEL I.	LEVEL II.
LOCAL RESOURCES city (hall/agencies) county local *map(s) metro(bus, subway, Ride-On) *playground(s) public	agency resource appointment schedules community social library services resident transportation
EMERGENCY HELP 911 CPR *fire dept. first aid police *road service	ambulance crisis center emergency paramedic rescue squad telephone
GOVERNMENT SERVICES form handicap(ped) medicare medicaid *program *welfare	application retardation benefits social credentials security disability social government services public assistance unemployment veteran
MEDICAL FACILITIES *acute care *child care clinic(s) elderly family planning hospital(s) meals-on-wheels	chronic illness hospice insurance medicare medicaid nursing(home, care) public assistance

EDUCATIONAL SERVICES

*adult ed. class(es)
*ESOL class(es)
*Headstart
*high school (GED)
*pre-school
teacher

activity
Board of Education
college
counselor
courses
credits
curriculum
gifted/talented
graduation
handicapped
junior
learning disability
library
principal
retention
secondary
summer school

LIBRARY

*call number
*card (library)
*due date
guide words
library
*overdue (charge)
*reading room
title

alphabetize
author
bibliography
catalogue
category
circulation
fiction
librarian
non-fiction
periodicals
publisher
references
reserves
services
vertical file

NEWSPAPERS

*ad(s)
comics
*front page
*headline(s)
index
key
local news
Metro area
*sale(s)
sports

articles
classifieds
editorial
facts vs opinion
feature story
information
inter-national
national
obituary
propaganda
sections
subscription

CHILD CARE SERVICES

babysitting
child abuse
*day care
home
Headstart
nursery school
Social Service(s)
social worker

Cooperative Extension Service
nutrition

COMMUNITY SERVICE PROVIDERS

Better Business Bureau
churches
Consumer Affairs Office
County Agency(ies)
Red Cross
Public Health Services
Schools
Telephone Book(yellow pages)
Cooperative Extension Service
synagogue

II. COMMUNITY RESOURCES

6. LEISURE TIME

Vocabulary

LEVEL I.	LEVEL II.
RECREATIONAL FACILITIES	
*camping center license *park *playground service charge *state *tax *ticket	bulletin calendar community directory pamphlet performance recreation reservation schedule
TELEVISION and THEATER	
a.m./p.m. *box office *cable comedy movie *program seating television (T.V.) *ticket VCR (VHS & Beta)	balcony seating cinema critic entertainment orchestra premiere reserve seating schedule theater
VACATIONS	
*ad(s) *airline discount hotel *map motel *timetable *time zone toll free number *travel agent	accommodations advertisements complimentary connection cruise luggage luxurious occupancy reservation resort tourist
RESTAURANTS	
*carry-out dessert drinks *fast food menu *"of the day" restaurant special *tax *tip waiter waitress	à la carte appetizer beverage entre gratuity maitre d' resevation

LIBRARY

Reference for Libraries - II.5. Community Agencies and Services

III. HEALTH

1. MEDICAL ASSISTANCE

Vocabulary

LEVEL I.		LEVEL II.	
SYMPTOMS			
ache	fainted	abnormal	headache
*bleeding	fever	anemia	hoarse
blurred	hurt	allergy	isolated
bruised	*pain	appetite	located
*chill	sleepy	congestion	spasm
*cut	*sore	diarrhea	stuffiness
dizzy	throat	fatigue	
	throb	flushed	
MEDICAL APPOINTMENTS			
appointment	office	canceled	
clinic	*shot	examination	
*day(s)	*test	insurance	
doctor	*time	medication	
*drug	walk-in	maternity	
emergency	*well	mental health	
*exam		pediatric	
hours		poison control center	
*nurse			
*X-ray			

III. HEALTH

2. MEDICAL and DENTAL FORMS

Vocabulary

LEVEL I.	LEVEL II.
HISTORY FORMS/INSURANCE	
address *age *checkup circle claim *drug(s) emergency health history ID number months sex *telephone number *treatment *year *zip code	allergy benefits coverage diseases hospitalization immunization injuries insurance medications occupation physician policy
IMMUNIZATION FORMS	
booster *chicken pox DPT measles polio record *shot *smallpox vaccine	diptheria

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III. HEALTH

3. MEDICATIONS

Vocabulary

LEVEL I.		LEVEL II.	
IDENTIFICATION			
ache	hour(s) (hr.)	active ingredients	
adult	ID number	allergic	
aspirin	label	ambulance	
children	*lice	antibiotic	
daily	medicine	antidote	
*day	*pain	antihistamine	
dose	*refill	antiseptic	
dosage	*tablet	capsule	
*drug	tablespoon (Tbsp.)	caution	
fever	teaspoon (tsp.)	contents	
*fill	warning	decongestant	
	*well	directions	
		expiration date	
		generic	
		instructions	
		liquid	
		over-the-counter	
		pharmacy	
		pharmacist	
		physician	
		prescription	
		refrigerator	
		side effects	
		stomach	
LABELS			
adult	pill	alert	drops
children	poison	aspirin	drowsiness
daily	refill	avoid	expiration
date	safety cap	caution	liquid
doctor	side effects	capsule	medicine
dosage	take with meals	consult	overdose
label	warning	directions	prescription
number	keep out of reach	discard	relief
			refrigerate
			tablet

DIFFERENT TYPES OF MEDICATION

brand
cost
drug
names
safety
type

compare
generic
over-the-counter (OTC)
prescription

III. HEALTH

4. HEALTH and SAFETY PROCEDURES

Vocabulary

LEVEL I.	LEVEL II.
WARNINGS danger dosage label overdose over-the-counter *package date poison refillable warning	active ingredients additive caution consult distributor exceed expiration date nutrients prescription drug preservative persistent pharmacy physician prohibit temporary
ACCIDENT PREVENTION child in room symbol drill fire labeling ladder Mr. Yuk poison control products safe smoke alarm storage 911	antidote dangerous detector directions electric appliances emergency (actions) escape flammable household precautions substances Syrup of Ipecac
FIRST AID aid bandage bleeding burn CPR fever 911 medicine mouth-to-mouth poison pulse shock warning	ambulance antihistamine (un)conscious emergency gauze immobilize injury medical pressure respiration splint sterile symptom temperature trauma treatment victim

DRUGS, TOBACCO, ALCOHOL

AA
(over)dose
drug
drunk
habit
label

addict
addicted
alcohol(ic)
breathalizer
cancer
cigarette
dependent
depressants
hazardous
illegal
prescription
rehabilitation
tobacco
treatment
warning
withdrawal

III. HEALTH

5. HEALTH MAINTENANCE

Vocabulary

LEVEL I.		LEVEL II.	
NUTRITIONAL INFORMATION			
basic four	*net weight	additive	nutrients
food groups	*pack date	calories	preservative
dairy	per serving	cholesterol	product
*fat	serving size	expiration date	protein
*grain	USRDA	fortified	recommended daily allowance
fruits		ingredients	
label		minerals	vitamin
BALANCED DIET			
animal	*grain	calcium	protein
basic	*meat	calories	recommended daily allowance
bread	milk	cholesterol	
cereal	servings	diabetes	
*fat	sugar	minerals	saturated fat
food groups	vegetable(s)		unsaturated fat
fruit			
FOOD STORAGE			
*cool	*pull date	additives	
*dry (dried)	shelf	bacteria	
freezer	shelf life	container	
*freezer burn	*smell	preservatives	
label	*spoil	refrigerator	
*mold	*wrap tightly	refrigeration	
odor		room temperature	

DENTAL HEALTH PRACTICES

*bone
brush
cavity
*checkup
*chip
*crack
damage
*decay
dental floss
dentist
*gums
floss
sticky
*sweet(s)
tartar
teeth
tongue
water pic
*X-ray

assistant
calcium
correct
disease
fluoride
hygienist
oral surgeon
orthodontist
periodontal
straighten (braces)

CLEANLINESS

body
clean
cleanliness
cloths
grooming
hair
scalp
*scrub
soap
teeth
tooth brush
tooth paste
trash
wash
water

detergent
disinfectant
dispose
hygiene
launder
shampoo

FAMILY PLANNING

baby
birth
children
clinic
doctor

agency
birth control
contraceptive
decision
family planning
responsible

PARENTING

baby
brother
*care
child
*child care
children
*day care
infant
love
*need(s)
preschool
safety
sister
toddler
*train
trust

consequences
correct
dependent
discipline
encourage
jealous
nursery school
punish
responsibility
security
sibling
support

MENTAL WELL-BEING PRACTICES

doctor
enjoy
good diet
happy
*relax
*rest
stress
unhappy
worry

acceptance
attitude
counseling
denial
depression
exercise
healthy
mental
  health
  clinic
negative
nutrition
optimist
pessimist
positive
psychologist
psychiatrist
tension
therapy

PHYSICAL WELL-BEING PRACTICES

abuse
cleanliness
doctor
*drug
*habit(s)
*rest
*shot(s)
weight

alcohol
annual check-up
balanced diet
exercise
heavy smoker
immunization
obesity
prevention
preventative medicine
relaxation
tobacco
vitamins

III. HEALTH

6. MAJOR HEALTH PROBLEMS

Vocabulary

LEVEL I.	LEVEL II.
DISEASES	
AIDS addict cancer children's: *chicken pox measles (German) mumps polio SIDS (Sudden Infant Death Syndrome) heart VD	Alzheimer's disease diabetes epilepsy venereal (VD) whooping cough
SYMPTOMS	
ache *bleeding blurred changes *chill cough *cramps dizzy faint fever *hot/cold hurt lump *pain poison *rash/itch redness *shock sleepy *sore stiff tired *throb weight (gain/loss) whoop	abnormal allergy amnesia anemia appetite congestion constipation diarrhea fatigue flushed headache nausea negative nervous physical positive respiration sweating swelling temperature tingling tumor
CAUSES	
alcohol *drug(s) (abuse) lifestyle overdose unknown	congenital hereditary inflammation nutrition obsession

IV. OCCUPATIONAL KNOWLEDGE

1. FINDING A JOB

Vocabulary

LEVEL I.		LEVEL II.
GOVERNMENT FORMS and APPLICATIONS		
address	*name (first, middle, last)	application
*blank	print	citizen
*check	signature	confidential
circle	social security number	college
*city	*state	education
*date	*street	elementary
health	*telephone number	employment
*high school		experience
*job		handicap
N.A.		marital status
		military record
		license
		permanent address
		reason for leaving
		reference(s)
		salary
		sincere
RÉSUMÉS		
address		chronological
goal		education
*name		employment objective
résumé		functional resume
*telephone number		position desired
work		professional
		rough draft
		target resume

JOB ADS

*ad(s)
apply
classified
co.
company
EOE (Equal Opportunity Employer)
hour (hr.)
newspaper
resume
salary
*train

appt.
appointment
asst.
assistant
clerical
dept.
department
exp.
experience
necessary
grad.
graduate
interview
inexperienced
interview
personnel
ref.
references
temp.
temporary
typ.
typing
wpm
words per minute

INTERVIEW/BEHAVIOR and ATTITUDES

*hire
*look your best
*on time
*polite
*skill(s)
yourself

appearance
appointment
benefits
decide
experience
eye contact
future
honest
impression
introduce
interview
opportunity
position
punctual
self-confident

TRAINING OPPORTUNITIES

JTPA (Job Training Partnership Act)
apprenticeship
community college
employment office
technical school

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SKILLS AND EDUCATION/ INTERESTS AND APTITUDE

degree
skills
test

ability
aptitude (test)
assess
certification
college
courses
curriculum
elementary
experience
education
high school
interests
profile
secondary
strengths
technical (school)
trade school
training

JOB NEEDS

Reference for Job Needs - IV.1. Job Interview and Training Opportunities

IV. OCCUPATIONAL KNOWLEDGE

2. WAGES, BENEFITS, UNIONS

Vocabulary

LEVEL I.	LEVEL II.
PAYCHECKS (DEDUCTIONS/BENEFITS)	
*base wages *benefit(s) bonus *credit union federal FDIC FICA FY income (tax) Maryland income*tax *gross pay *net pay *overtime *pay period perks salary savings *take-home pay taxes	adjusted gross deduction(s) employee employer endorse exemptions insurance interest pension reimbursement statement tax-sheltered annuity voucher required social security
EMPLOYEE ORGANIZATIONS	
American Federation of Labor (AFL/CIO) Credit Union(s) Federal Employees Union Professional organizations (ex. MAACCE)	
CONTRACT and UNION AGREEMENTS	
strike union vote	agreement contract crossing picket lines debate disability insurance dispute facilitate grievance negotiation picket workmen's compensation

EMPLOYEE HANDBOOK (See vocabulary from previous units) plus:

index
policy

brochure
foreword
ideology
procedures
summary
table of contents

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IV. OCCUPATIONAL KNOWLEDGE

3. WORKPLACE SAFETY

Vocabulary

LEVEL I.	LEVEL II.
ACCIDENT REPORTS danger death doctor hospital *nurse report	accidental ambulance damage(s) emergency employee employer hazard injury(ed) insurance OSHA (Occupational Safety and Health Administration) workmen's compensation
SAFETY SIGNS danger *exit *fire first aid fire escape *keep *out stairs *stop	caution emergency flammable hazardous poison
SAFETY MANUALS danger (ous)	accident ambulance caution electric shock emergency fire departments flammable machine poison control safety attire survival guide
SAFETY PROCEDURES *care (ful, less) *fire fire escape	accident prevention ambulance caution fire extinguisher

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IV. OCCUPATIONAL KNOWLEDGE

4. KEEPING A JOB/GETTING A PROMOTION

Vocabulary

LEVEL I.		LEVEL II.	
BEHAVIOR and ATTITUDES			
cheerful	*rule(s)	ability	evaluation
friendly	stress	accountability	initiative
honest	tardy	attendance	performance review
improve		attitude	policy
loyalty		behavior	procedures
neatness		cooperation	reliable
polite		dependable	
SKILLS and EDUCATION			
college	*skill(s)	ability	résumé
courses	*talent	certification	secondary
*degree	*training	curriculum	strengths
*high school	work record	experience	technical
			trade school
SIGNS/CHARTS/FORMS/WRITTEN DIRECTIONS			
apply	*time card	credential	retirement plan
*deadline	work schedule	inventory	worker's benefits
jobs		pension	
		requirements	
RESPONSIBILITIES			
goals		ambition	enthusiasm
overtime		aptitude	evaluation
part-time		assertive	honesty
promote		conscientious	initiative
raise		courtesy	job description
*skill		decision-making skills	loyalty
*tasks		efficiency	objectives
			personality

COMMUNICATIONS

*deadline(s)
report

articulate
interoffice (office)
initiative
memorandum (memo)
personnel
persuade
poise (tact)
responsibility
summarize
work schedule

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V. GOVERNMENT and LAW

1. VOTING

Vocabulary

LEVEL I.	LEVEL II.
VOTER QUALIFICATION *card choose *city hall county denied felony govern government *law(s) library local government parole public *state United States vote voter	affiliation election eligibility expect general election federal identification card majority registered requirements resident unemployment
VOTER REGISTRATION *card (ID) choose county Democrat *law library local area (voting district) party primary Republican vote (er)	affiliation decision districts decline to state eligibility optional permanent political party registered resident
THE BALLOT ballot booth choose county Democrat elect election federal govern government governor mayor local local government party(ies) *polling place public Republican running single ballot *state vote voter voting	absentee ballot amendments campaign candidate citizen conservative democracy editorials general League of Women Voters liberal majority pamphlets political parties president primary election registered representatives resident voting district voting machine

V. GOVERNMENT and LAW

2. PERSONAL RIGHTS and RESPONSIBILITIES

Vocabulary

LEVEL I.		LEVEL II.	
FORMS and ORDINANCES			
agreement	forms	citizen	
binding	housing	contract	
break	*law	divorce	
city	lease	document	
civil	legal	employment	
county	local	ignorance	
*date	landlord	insurance	
enforce	police	mortgage	
evict	policy	marriage	
excuse	*right(s)	ordinance	
	sign (signature)	security deposit	
	*will	testament	
LEGAL ADVICE			
aid	injury	attorney	
advice	*law	association	
bar	lawyer	client	
*crime	legal	contract	
driving	money	divorce	
drunk	*sell	inheritance	
*flat	*sue(d)	referral	
*fee	*will	service	
hourly	*yellow page(s)		
house (buy)			
SMALL CLAIMS COURT			
*action		accused	privacy
court		documents	sentence
*fine (s)		evidence	session
freedom		information	settlement
freedom of speech		monetary	revoke
local		settlement	Small Claims
orders		Municipal	subpoena
papers		petition	witness
powers			

DOOR to DOOR SALES

bonded	local	Better Business Bureau
*cash	money order	contract (or) magazine
*check	roof	electrician plumber
door	*store	improvement products
home	terms	license quality
		services rendered

TRAFFIC TICKETS

civil	legal	accident liability
claim	*rights	automobile negligence
county	*state	behavior official
court	*ticket	citation officer
*drive	unsafe	criminal prosecute
*failure to pay		government responsibility
*law		individual traffic
lawyer		information

PUBLIC OFFICIALS

(See local, state, and federal government sections)

V. GOVERNMENT AND LAW

3. TAXATION

Vocabulary

LEVEL I.		LEVEL II.	
INCOME TAX			
add	*state	compute	itemize
amount	*table	credit(s)	joint (return)
form	*tax	current year	jointly
income	*tip(s)	decimal	percentage
item	total	declare	perjury
*law	*wage(s)	dependents	personal
married		dividend	Presidential election
*pay (paid)		(un)employ(ment)	resident
*print		exemption(s)	sales tax
*rate		federal	schedule
refund		FICA	separately
return		gross income	spouse
salary (ies)		head of household	standard deduction
single		interest	subtract
			withholding
SALES TAX			
add		compute	
charge		decimal	
cost		percent(age)	
item		subtotal	
*price		taxable	
*sales tax		tax chart	
*state			
*tag			
total			
TAX TABLES			
(Refer to vocabulary in Income Tax)			
PUBLICATIONS and ARTICLES			
(Refer to vocabulary in Income Tax)			

V. GOVERNMENT and LAW

4. U.S. GOVERNMENT SYSTEMS

Vocabulary

LEVEL I.	LEVEL II.
LOCAL GOVERNMENT	
at large budget city civil *fire chief judge *law member office police chief public *school(s) sheriff	Board of Education Board of Elections city council citizen community commission county (County Council) district government official superintendent
STATE GOVERNMENT	
city court duty(ies) judge public state	Annapolis, Maryland agency (ies) attorney general capital capitol congressman executive government governor lt. governor historical judicial legislator, legislative official senator

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FEDERAL GOVERNMENT

branch
budget
civil
court
house
judge
*law
party
policy
powers
*program
speaker
*state
term
*welfare
administration
agency
assembly
attorney general
civil service
congress
Congressman
committee
Democrat
department
education
executive
federal
foreign
judicial
justice
legislator
President
(Vice)
representative
Republican
responsibilities
secretary
Senator
transportation
United States

CITIZENSHIP

America
absent
*age
alien
apply
birth (born)
*card
court
country
*date
English
family
first
health
judge
*last
*lawful
middle
*name
oath
*port
record
spouse
*state
*shot(s)
American
affidavits
allegiance
applicant
arrival
Baptismal
certificate
divorced
documents
examined
examiner
foreign-born
literacy
maiden(name)
manifests
marital status
naturalization
notary public
notarize
occupation
permanent
photograph
receipt
registration
relationship
reside
resident
signature
vaccination
verification
widowed

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WORD PATTERNS

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WORD PATTERNS

INTRODUCTION

Many beginning adult students are blocked in reading by their inability to recognize printed words quickly and accurately. Learning the "word patterns" or "word families" way provides these learners with an efficient way to "unlock" and identify unknown words.

The word pattern strategy involves blending the consonants with a letter grouping called a phonogram (i.e. -at, -eg, -ock).

The idea is that words having common letter clusters also have common sound clusters. (Many adult learners will find this approach less confusing than than trying to remember distinctions between long vowels, short vowels, or vowels affected by r, l, w, etc.)

Word Pattern Approach

Example:

If -at says "at" then
what is hat?
mat?
fat?
that?

If -ip says "ip" then
What is sip?
tip?
whip?
dip?

The learning of many such clusters gives learners a basis for independent word attack.

Multi-Syllabic Words

Learners can apply the knowledge of one-syllable patterned words to multi-syllabic words. The goal is to recognize entire letter clusters, in longer words such as, man and age in manage and sat and is in satisfy. The learner can move from known words or known parts of words to more complex words by "unlocking" in this fashion.

The Vocabulary Booklet provides a complete listing of word patterns, or word families (See pages 61 to 67.)

Note: Level I Life Skills words marked by an asterick (*) are found in the word pattern lists.

Example:

Life Skills Word List	Word Pattern List
I. 10 automobile	- ar
car*	car
drive	far
gas*	tar
	star
	bar

WORD PATTERNS

Patterns with "a"

-able	-ace	-ack	-ad	-ade	-ag	-age
cable	brace	back	bad	fade	bag	cage
fable	face	jack	dad	jade	gag	page
gable	lace	lack	fad	made	lag	rage
sable	mace	mack	had	wade	nag	sage
table	pace	pack	lad	blade	rag	wage
timetable	place	rack	mad	grade	sag	stage
vegtable	race	sack	pad	trade	tag	
	trace	tack	sad	shade	wag	
		crack	glad		brag	
		slack			drag	
		smack			flag	
		snack			shag	
		stack			snag	
		track			stag	

-ail	-ain	-ake	-ale	-all	-am
bail	gain	bake	bale	ball	ham
fail	main	cake	dale	call	jam
hail	pain	fake	gale	fall	ram
jail	rain	lake	hale	gall	Sam
mail	vain	make	kale	hall	clam
nail	brain	rake	male	mall	gram
pail	chain	take	pale	tall	slam
rail	drain	wake	sale	wall	swam
vail	plain	flake	tale	small	exam
quail	slain	shake	scale	stall	program
snail	stain	stake	stale		
trail	train	brake			
	grain	mistake			

-ame	-amp	-an	-ance	-and	-ane	-ang
came	camp	ban	dance	band	cane	bang
dame	damp	can	lance	hand	lane	fang
fame	lamp	Dan	chance	land	mane	gang
game	ramp	fan	glance	sand	pane	hang
lame	clamp	Jan	stance	brand	sane	rang
name	cramp	man	trance	grand	vane	sang
same	champ	pan		stand	crane	tang
tame	stamp	ran			plane	clang
blame	tramp	tan			airplane	slang
flame		van				
frame		clan				
shame		plan				
		span				
		than				
		repairman				

-ank	-ap	-ard	-are	-ark	-art	-ash
bank	cap	bard	bare	bark	cart	bash
rank	gap	card	care	dark	dart	cash
sank	lap	hard	dare	hark	mart	dash
tank	map	lard	fare	lark	part	gash
yank	nap	yard	hare	mark	tart	hash
blank	rap	guard	mare	park	smart	lash
clank	sap		pare	stark	start	mash
crank	tap		rare	shark	chart	rash
drank	zap		ware	spark	depart	sash
frank	clap		blare			crash
plank	flap		flare			flash
spank	slap		glare			smash
thank	snap		stare			stash
	trap		welfare			trash
	wrap					

-ask	-ass	-ast	-at	-ate	-aw	-ay
bask	bass	cast	at	ate	caw	bay
mask	lass	fast	bat	date	jaw	day
task	mass	last	cat	fate	law	gay
flask	pass	mast	fat	gate	paw	hay
	brass	past	hat	hate	raw	jay
	class	vast	mat	late	saw	lay
	glass	blast	pat	mate	draw	may
	grass		rat	rate	claw	nay
			sat	crate	flaw	pay
			vat	grate	straw	ray
			brat	plate	overdraw	say
			chat	slate		way
			flat	state		clay
			slat	rebate		gray
			that	rotate		play
						stay
						tray
						decay
						freeway
						highway
						subway
						weekday
						Xray

-ax
Max
sax
tax
sax
relax

WORD PATTERNS

Patterns with "e"

-eal	-ear	-eat	-eck	-ed	-ee	-eed
deal	ear	eat	deck	bed	bee	deed
heal	dear	beat	heck	fed	fee	feed
meal	fear	feat	neck	led	see	heed
peal	gear	heat	peck	Ned	tee	need
real	hear	meat	check	red	wee	seed
seal	near	seat	speck	Ted	degree	weed
veal	rear	pleat		wed	free	bleed
zeal	tear	treat		bled	glee	breed
steal	year	wheat		fled	thee	creed
	clear			shed	tree	freed
	shear			sled	three	greed
	smear			sped	agree	speed
						tweed

-eek	-een	-eep	-eet	-ell	-en	-end
leek	keen	beep	beet	bell	den	end
meek	seen	deep	feet	dell	hen	bend
peek	teen	jeep	meet	fell	men	lend
reek	green	keep	fleet	hell	pen	mend
seek	queen	peep	greet	sell	ten	send
week		creep	sheet	yell	then	blend
cheek		sheep	sleet	quell	when	spend
creek		steep	street	shell	kitchen	trend
sleek		sweep	sweet	smell		weekend
			tweet	spell		
				swell		

-ent	-ess	-est	-et
bent	less	best	bet
cent	mess	nest	get
dent	bless	pest	jet
lent	chess	rest	let
rent	dress	test	mets
sent	address	vest	net
tent		west	pet
went		zest	set
vent		chest	wet
agent		crest	yet
spent		quest	fret
apartment		northwest	asset
payment		southwest	sublet
percent			ticket
statement			tablet
talent			
treatment			

WORD PATTERNS

Patterns with "i"

-ice	-ick	-ide	-ield	-ift	-ight
ice	kick	bide	field	gift	fight
lice	lick	hide	yield	lift	light
mice	nick	ride	shield	rift	might
nice	pick	side		sift	night
rice	sick	tide		drift	right
vice	tick	wide		shift	sight
slice	wick	beside		swift	tight
spice	brick	divide			bright
twice	chick	bride			fright
price	click	glide			flight
dvice	flick	slide			plight
	slick	stride			slight
	stick				
	thick				
	quick				

-ile	-ill	-im	-ime	-inch	-ind	-ine
file	ill	dim	dime	inch	bind	dine
mile	bill	him	lime	cinch	find	fine
pile	fill	rim	time	pinch	hind	line
rile	gill	skim	chime	flinch	kind	mine
tile	hill	slim	crime		mind	nine
vile	kill	swim	grime		wind	pine
smile	mill	trim	prime		behind	tine
while	pill	whim	overtime		blind	vine
	rill				grind	wine
	sill					shine
	till					spine
	will					swine
	chill					thine
	drill					twine
	grill					whine
	quill					airline
	spill					deadline
	skill					headline
	still					
	refill					

-in	-int	-ip	-ire	-ist	-it	-ite
in	hint	dip	ire	fist	bit	bite
bin	mint	hip	dire	list	fit	kite
din	tint	lip	fire	mist	hit	mite
fin	flint	nip	hire	dentist	it	site
gin	print	rip	sire	wrist	lit	quite
pin		sip	tire		pit	spite
sin		tip	wire		sit	white
tin		yip	expire		wit	polite
win		zip			grit	
chin		chip			quit	
shin		grip			slit	
thin		quip			spit	
grin		ship			benefit	
skin		skip			credit	
spin		snip			exit	
twin		slip			debit	
		trip			deposit	
					habit	
					limit	
					unit	

-ive	-ix	-tion
dive	fix	action
five	mix	caution
hive	six	direction
live	twix	motion
chive		nation
drive		mention
overdrive		fraction
arrive		attention
		station

WORD PATTERNS

Patterns with "o"

-oad	-ob	-ock	-ode	-oil	-old	-olt
goad	cob	dock	bode	oil	old	bolt
load	fob	hock	code	boil	bold	colt
road	gob	lock	mode	coil	cold	jolt
toad	job	mock	rode	foil	gold	volt
railroad	mob	rock		soil	hold	
	rob	sock		toil	mold	
	sob	clock		broil	sold	
	blob	crock		spoil	told	
	snob	shock			fold	
	throb	stock				

-ool	-oom	-one	-ore	-op	-ot	-ound
cool	boom	bone	bore	cop	cot	bound
fool	doom	cone	core	hop	dot	found
pool	loom	lone	fore	mop	got	hound
tool	room	tone	more	pop	hot	mound
school	zoom	zone	pore	sop	lot	pound
stool	gloom	phone	sore	top	not	round
preschool	groom	shone	tore	drop	pot	sound
	restroom	stone	wore	chop	rot	wound
		telephone	chore	flop	blot	ground
			score	shop	clot	
			shore	stop	plot	
			store		slot	
			swore		shot	
			before		spot	
					trot	

-out	-own	-ox
out	down	ox
bout	gown	box
gout	town	fox
pout	brown	lox
shout	clown	pox
spout	crown	sox
stout	frown	smallpox
trout		
carry-out		

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WORD PATTERNS

Patterns with "u"

-ub	-ue	-ug	-ule	-ull	-um	-up
cub	due	bug	mule	cull	bum	up
dub	rue	dug	rule	dull	gum	cup
pub	sue	hug	yule	gull	hum	pup
rub	blue	jug		hull	mum	sup
sub	clue	lug		lull	rum	check-up
tub	glue	mug		mull	sum	
club	true	pug		null	glum	
grub	overdue	rug		skull	slum	
scrub		tug			chum	
		chug				
		drug				
		plug				
		slug				
		smug				
		thug				

-urn	-urse	-ut	-uy
burn	curse	but	buy
turn	nurse	cut	guy
churn	purse	hut	
return		jut	
		nut	
		rut	
		shut	

Patterns with "y"

-y
by
my
cry
dry
fry
fly
ply

SIGHT VOCABULARY

Introduction

Some words are not phonetically regular, but they are so basic to reading that it is best to learn to recognize them as whole words rather than trying to decode them. These words are listed as "sight vocabulary." The Dolch List of Basic Sight Words follows on the next page.

The "50 Nifty Vocabulary Activities" will suggest many opportunities for learners to master this set of words.

DOLCH BASIC SIGHT VOCABULARY TEST

a	call	full	jump	once	sit	under
about	came	funny	just	one	six	up
after	can	gave	keep	only	sleep	upon
again	carry	get	kind	open	small	us
all	clean	give	know	or	so	use
always	cold	goes	laugh	our	some	very
am	come	going	let	out	soon	walk
an	could	good	light	over	start	want
and	cut	got	like	own	stop	warm
any	did	green	little	pick	take	was
are	do	grow	live	play	tell	wash
around	done	have	long	please	ten	we
as	does	had	look	pretty	thank	well
ask	don't	has	made	pull	that	went
at	down	he	make	put	the	were
ate	draw	help	many	ran	their	what
away	drink	her	may	read	them	when
be	eat	here	me	red	then	where
because	eight	him	much	ride	there	which
before	every	his	must	right	these	white
been	fall	hold	my	round	they	who
best	far	hot	myself	run	think	why
better	fast	how	never	said	this	will
big	find	hurt	new	saw	those	wish
black	first	I	no	say	three	with
blue	five	if	not	see	to	work
both	fly	in	now	seven	today	would
bring	for	into	of	shall	together	write
brown	found	is	off	she	too	yellow
but	four	it	old	show	try	yes
buy	from	its	on	sing	two	you
by						your

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50 NIFTY VOCABULARY ACTIVITIES

Introduction

Learners must have multiple exposures to vocabulary words in different contexts and settings if selected vocabulary is to be

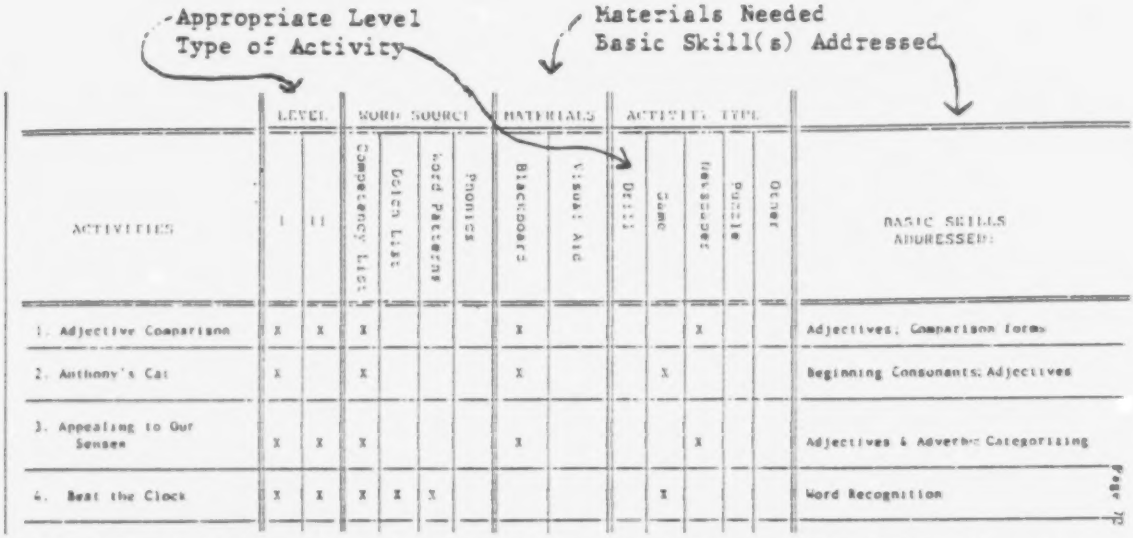
Recognized
Expanded
Used
Applied

The listing on page 71 of "36 Quick Ways to Work with Words" is followed by an extensive description of "50 Nifty Vocabulary Activities" which emphasize integrating vocabulary development with basic and life skills.

The Vocabulary Booklet provides 50 suggested activities for vocabulary development.

- Many of the activities are generic and may be used with any list of words from the Life Skills list, the word pattern list, or the sight vocabulary list.
- Many of the activities may be adapted to classroom or individual use.
- Most of the activities do not require much pre planning. Emphasis is on activities which can be presented on a blackboard or prepared utilizing the copy - ready visual aids included in the Vocabulary Booklet Appendix.

A grid (see page 72.) which introduces and lists all activities, identifies certain characteristics of each:



The grid simplifies selecting activities at a glance. The ABE teacher can quickly decide which activities would be most appropriate for a specific learning situation.

QUICK WAYS to WORK WITH WORDS

1. Alphabetize
2. Divide into syllables
3. Add suffixes and/or find suffixes - ed, ing, s, es, etc.
4. Add prefixes and/or find prefixes - un, in, re, ex, etc.
5. Find root words
6. Find rhyming
7. Make compound words from familiar words
8. Find small words in longer words
9. Find long and short vowel sounds in words
10. Find word patterns
11. Spell
12. Match words with pictures, or write word for picture
13. Find nouns, verbs, and other parts of speech
14. Find synonyms, homonyms, and antonyms
15. Categorize words
16. Write a sentence
17. Write short and long vowel words
18. Write words - print or cursive
19. Match words with definitions
20. Separate words according to number of syllables
21. Find words in an article or sentence
22. Choose correct word in a sentence
23. Separate words according to beginning sounds, blends, endings
24. Look up words in dictionary for spelling, pronunciation, meaning, synonyms, etc.
25. Crossword puzzles
26. Use specific words to write stories
27. Read words
28. Unscramble words (not for dyslexic students)
29. Find as many words as possible in multisyllable word
30. Cross out silent letters in words
31. Tell how many vowel sounds you hear in a word; how many you see in a word?
32. Write a sentence showing how a word can be used as two different parts of speech (ex. I saw the boy. Hand me the saw.)
33. Write abbreviations for words
34. Eliminate unrelated word from a set of words
35. Fill in missing letters in a word
36. Fill in missing words in sentence

ACTIVITIES	LEVEL		WORD SOURCE				MATERIALS		ACTIVITY TYPE					BASIC SKILLS ADDRESSED:
	I	II	Competency List	Dolch List	Word Patterns	Phonics	Blackboard	Visual Aid	Drill	Game	Newspaper	Puzzle	Other	
1. Adjective Comparison	X	X	X				X				X			Adjectives; Comparison forms
2. Anthony's Cat	X		X				X			X				Beginning Consonants; Adjectives
3. Appealing to Our Senses	X	X	X				X				X			Adjectives & Adverbs; Categorizing
4. Beat the Clock	X	X	X	X	X					X				Word Recognition
5. Build a Word	X			X	X	X	X		X					Short vowels; Beginning & Ending Consonants
6. Categorizing Around Us	X	X	X				X	#1, 1a					X	Categorizing
7. Challenge Vocabulary	X	X	X							X	X			Synonyms; Dictionary
8. Cloze Fun	X	X	X				X		X					Context Clues
9. Concentration	X	X	X	X	X					X				Word Recognition
10. Consonant Spelling Puzzles	X				X	X	X					X		Beginning Consonants; Phonograms
11. Crossword Puzzles	X	X	X					#2, #11				X		Spelling; Word Recognition

ACTIVITIES	LEVEL		WORD SOURCE				MATERIALS		ACTIVITY TYPE					BASIC SKILLS ADDRESSED:
	I	II	Competency List	Dolch List	Word Patterns	Phonics	Blackboard	Visual Aid	Drill	Game	Newspaper	Puzzle	Other	
12. Descriptive Pyramid	X	X	X				X			X				Adjectives
13. Dr. Seuss Type Rhymes	X				X								X	Rhyming Words; Phonograms
14. Double Bingo - Multimeanings	X		X				X	#3		X				Multiple Meanings of Words
15. Family of Words	X				X	X	X					X		Short vowel sounds;Spelling
16. Hangman	X	X	X				X			X				Spelling
17. Headline Fun	X		X		X						X			Rhyming Words;Alphabetical Order
18. Long to Short and Short to Long	X					X	X		X					Short and long vowel sounds
19. Opposite Outlook	X	X	X				X			X				Antonyms; Analogies
20. Personal Dictionary	X		X										X	Beginning consonants; Alphabetizing, word recognition
21. Positional Words (Prepositions)	X	X	X	X			X	#4						Prepositions

ACTIVITIES	LEVEL		WORD SOURCE				MATERIALS		ACTIVITY TYPE					BASIC SKILLS ADDRESSED:
	I	II	Competency List	Dolch List	Word Patterns	Phonics	Blackboard	Visual Aid	Drill	Game	Newspaper	Puzzle	Other	
22. Prefix Process	X	X	X		X		X							Prefixes
23. Pyramids	X	X	X		X		X					X		Beginning and ending consonants; Vowel sounds
24. Rhyme Time	X	X	X		X		X							Rhyming words, Writing poems
25. Scrambled Letters	X	X	X	X	X					X				Spelling
26. Sentence Completion	X	X	X				X	#5						Sentence structure; Subject/verb agreement
27. Sentence Power	X		X	X				#6		X				Complete sentences
28. Silly Compounds	X	X	X				X					X		Compound Words
29. Silly Stories	X		X			X	X							Beginning sentences
30. Swifties		X	X	X			X							Multiple meaning; Adverbs ; Quotation marks
31. Synonym Rummy	X	X	X							X				Synonyms
32. Synonyms in Writing		X									X			Adjectives/Synonyms

ACTIVITIES	LEVEL		WORD SOURCE				MATERIALS		ACTIVITY TYPE					BASIC SKILLS ADDRESSED:
	I	II	Competency List	Dolch List	Word Patterns	Phonics	Blackboard	Visual Aid	Drill	Game	Newspaper	Puzzle	Other	
33. The Shape of "A"	X				X	X	X							Vowel sounds
34. The Sound of "Y"	X				X	X	X							Final "y" sound
35. Topic Scrabble	X	X	X							X				Spelling; Word recognition
36. Vocabulary Bingo	X	X	X	X	X			#3		X				Word recognition
37. Vocabulary Relay Race	X	X	X				X			X				Synonyms
38. Vowel Bingo	X			X	X	X	X							Short and long vowel sounds
39. Wheel of Fortune	X	X	X				X							Spelling; Word recognition
40. Win-a-Sound	X				X			#7-7c						Short and long vowels; Blends
41. Word-a-Rama	X	X	X			X	X					X		Beginning sounds; Ending sounds Word recognition
42. Word Checkers	X		X	X	X			#8		X				Word recognition
43. Word Expansion	X	X	X				X							Word recognition; Spelling

ACTIVITIES	LEVEL		WORD SOURCE				MATERIALS		ACTIVITY TYPE					BASIC SKILLS ADDRESSED:
	I	II	Competency List	Dolch List	Word Patterns	Phonics	Blackboard	Visual Aid	Drill	Game	Newspaper	Puzzle	Other	
44. Word Family/Vocabulary Word Wheels	X		X		X			#9		X				Beginning and ending consonants; Blends
45. Word Find	X				X		X	#10						Rhyming words; Spelling
46. Word Matching	X		X				X			X				Word recognition
47. Word Search Puzzles	X	X	X	X				#11				X		Word recognition
48. Word Webbing	X	X	X	X			X						X	Vocabulary Development
49. Words within words	X		X			X	X					X		Phonics; Spelling
50. This one is for you!														

50 NIFTY VOCABULARY ACTIVITIES

Activity No. 1 ADJECTIVE COMPARISON

Level: I, II

Skills Addressed: Adjective recognition; writing comparative forms of adjectives

Materials: Collections of life skill materials likely to use adjectives: ads, newspapers, catalogs, food containers, classified ads, etc.

Procedure:
1. Select some life skill articles which use adjectives heavily.

   Ex. home ads, catalog descriptions, food ads, etc.

2. Have students circle all of the descriptive words (adjectives).
3. Make a list of these words on the blackboard.
4. How many adjectives can be written in comparative form?

   Ex. strong, stronger, strongest
   beautiful, more beautiful, most beautiful

5. Have students make up their own ad. Use comparison forms in it.

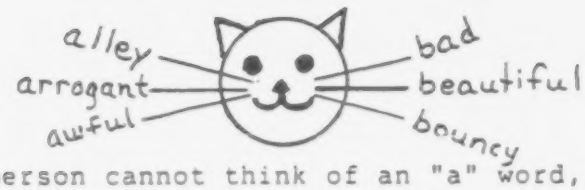
Activity No. 2 ANTHONY'S CAT

Level: I

Skills Addressed: Beginning consonants; adjectives

Materials: Blackboard

Procedure:
1. Use the noun word "cat" to explain the game.
2. Divide the class into 2 teams.
3. Write the word "cat" or draw a cat on the board.
4. Tell the class that they will be describing Anthony's Cat.
5. One team starts (person by person) by giving adjectives that start with letter "a". Write on board as given.
   * Teacher should select which consonants to emphasize.



6. When a person cannot think of an "a" word, he/she is out. The other team now gives "b" words. Keep going in order.
7. The game continues through the consonants.
8. The team with the most words by the end of the time is the winning team.
9. Practice writing sentences using the adjectives:
   Ex. a) Anthony's cat is arrogant.
   b) Anthony's cat is awful, but beautiful.
10. Repeat the game using nouns selected from any of the competency topics. Ex. ambulance, catalog buying, grocery store, etc.

Activity No: 3 APPEALING TO OUR SENSES

Level: I, II

Skills Addressed: Categorizing sensory words

Materials: A collection of ads from newspapers, catalogs, magazines, coupons, menus, yellow pages, classifieds, etc.

Procedure:
1. Distribute samples of various collected ads.
2. Explain: Written advertisements of all styles use words which appeal to our senses of:
   a) taste
   b) touch
   c) sight
   d) smell
3. Study the advertisements.
4. Underline or write words that appeal to the senses.
5. Label the particular sense being stimulated.
6. Homework or follow-up activity: Write or design your own ad. Have your ad appeal strongly to at least 2 different senses.
7. Display or share the ads.

Activity No. 4 BEAT THE CLOCK

Level: I, II

Skills Addressed: Word recognition

Materials: Set of word cards or copies of a word list handout; egg timer

Procedure:
1. Make 2 sets of word cards or 2 copies of a word list utilizing vocabulary from a competency topic list.
2. Divide the class into 2 teams. The first player on each team gets the list or the cards. Turn the egg timer over and begin. The player reads as many words as he can in the time allotted.
3. Score 1 point for each word read. Repeat for each player on the team with the same word list or set of cards.
4. The team with the most points wins.
5. Variation: Give definitions, synonyms, or sentences for each of the words.

Activity No. 5 BUILD A WORD

Level: I

Skills Addressed: Beginning consonants; short vowel sounds; ending consonants.

Materials: Blackboard

Procedure:
1. On the board, write a column of beginning consonants. Place a vowel in the middle and follow with a column of ending consonants. (Use the word pattern lists as a source for consonant letter choices.)

Examples:

I.

l m r s t st tr	- a -	b g p t ck sh ng

II.

f l m r t s sh	- e -	d n t ll ss nt st

2. Select any beginning consonant, combine it with the vowel, and any ending consonant to make a word. Create as many words as possible.

Examples for I.

lab	lash	rag
lap	map	rap
lack	stack	sack

3. Extended Activity:

a) Write the vowels on the board: a, e, i, o, u.
b) Write the consonants of various 1 syllable words omitting the vowel (use words with only 1 vowel).

Ex. s__t d__ll t__n h__t

sp__ll fl__p st__ck bl__ck

c) Have students make words using different vowels.

Ex.					
	sit	doll	tin	hat	etc.
	sat	dull	tan	hit	
	set	dill	ton	hot	

d) Variation: Write sets of 4 words on the board omitting the vowels.

Ex. r__n h__m b__ck s__g

Now find a single vowel that will fit into all four spaces to make words: ran, ham, back, sag.

Activity No. 6 CATEGORIZING AROUND US

Level: I, II

Skills Addressed: Categorizing; vocabulary development

Materials: Blackboard, Visual Aid No. 1 & 1a.

Procedure:

1. Use a menu from a restaurant or use Visual Aid 1 & 1a. (Many restaurants will donate older used menus.)
2. Write the following categories on the blackboard:

drinks	appetizer	salads	soups	main course	desserts
beverages	hors d'oeuvres			entree	sweets
				a'la carte	pastries

3. Discuss the meaning of each term. List other words which may be used on menus as synonyms for these words.

   Ex. "Beverage" is another word for "drinks".

4. Divide the group into pairs. Taking turns, one person reads a word from the menu and the other must then write it under the correct category.
5. List words other than those on the menu which could be added to each category.
6. Examine the list under each category. Can it be broken into sub-categories?

   Ex. Main course might be divided into: Beef, Pork, Fish, Poultry, Pasta, etc.

7. Variation: Other life skill topics will lend themselves to this categorizing activity:

   Examples: cookbooks, catalogs, coupons, auto maintenance, yellow pages, work manuals, etc.

Activity No. 7 CHALLENGE VOCABULARY

Level: I, II

Skills Addressed: Synonyms; dictionary

Materials: Blank index cards; dictionary; reading material from any life skill area (newspaper article, job info., first aid information, lease agreement, etc.).

Procedure:
1. Divide your class into 2 or more groups. Give each group a life skill reading selection and a set of blank index cards.
2. Have each group identify at least 5 challenging words from their article and write these words onto one side of the index card. On the other side of the card, write the definition for the word (If unsure of the meaning of a word, use the dictionary to look it up).
3. Turn in all completed cards. Shuffle all of the cards. Students must give the definition for the word on the card.
4. Each correct definition earns a team 5 points. If the definition is incorrect, place the card back in the "to be picked" pile.
5. Once all of the words are correctly identified, total the points for each team. The team with the most points wins.
6. Variation: Work in pairs. Each person finds 5 challenging words. Repeat game process.

Activity No. 8 CLOZE FUN

Level: I, II

Skills Addressed: Use of context clues

Materials: Blackboard

Procedure:
1. Use the vocabulary from any life skill to develop cloze sentences.
2. Have the students fill in the blanks with the missing words.

Ex. from First Aid III.4.

911	ambulance	degree(s)
doses	emergency	injury
poison	pulse	

a) If someone feels faint, take his _____.

b) Call _____ in case of an emergency.
c) A broken leg is a serious _____.
d) Sometimes an _____ takes an injured person to the hospital.
e) The child has a fever of 101 _____.
f) A warning should be on any bottle that contains _____.
g) How many _____ of medicine have you taken?
h) It is important to think quickly in an _____.

3. Extended Activity:

a) Select a paragraph(s) from life skill reading material.
b) Leave the first and last sentence intact.
c) Delete every 5th or 7th word, leaving a blank.
d) Have the learner fill in the blanks with appropriate words (not necessarily the original words).

4. Variation: Have students work in pairs and develop cloze exercises to exchange with others.

Activity No: 9 CONCENTRATION

Level: I, II

Skills Addressed: Memory, word recognition

Materials: 2" x 3" index cards for four to six players

Procedure:
1. Select a set of vocabulary words from the competency lists and write 2 sets of identical word cards.
2. Shuffle the cards and place them face down on table.
3. Have student(s) turn up a card and pronounce the word; then, turn up another card trying to find a match.
    a) If it is a match, the student defines the word and keeps the two cards.
    b) If it is not a match, or the student fails to correctly define the word, the two cards must be placed face down on the table again.
4. Students continue until all cards are matched.
5. Option: Students work in pairs or as teams. The person in the pair or the team with the most cards wins.

Activity No: 10 CONSONANTS SPELLING PUZZLES

Level: I

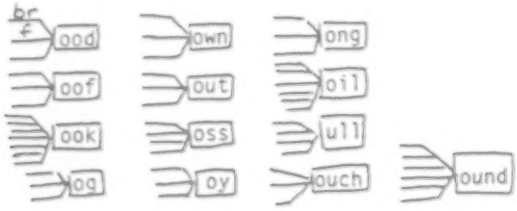
Skills Addressed: Consonant sounds; vowel blends

Materials: Blackboard or teacher-made handout

Procedure: 1. On blackboard or handout write the following question and graphics:

"How many real words can you make from each ending? Choose from these consonant beginnings:"

b, br, cr, f, h, l, p, r, s, sp, t



2. Build other lists using words patterns.
3. Write simple poems using the patterned words.
4. Variation: Divide a class into 2 teams. Which team can fill all of the lines first?

Activity No. 11 CROSSWORD PUZZLES

Level: I, II

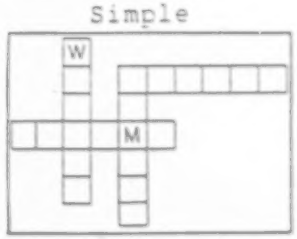
Skills Addressed: Word recognition; spelling

Materials: Visual Aid No. 2, 11

Procedure: 1. Select a list of life skill vocabulary words.
2. Write a definition next to each of the words.
3. Use Visual Aid #2 as a sample, then develop your own crossword puzzles by using Visual Aid #11.
*Puzzles may be simple or more elaborate based on the ability level of the student(s).

Ex. Simple

Seasons Crossword



4. Variation: Have students create crossword puzzles to exchange with other class members.

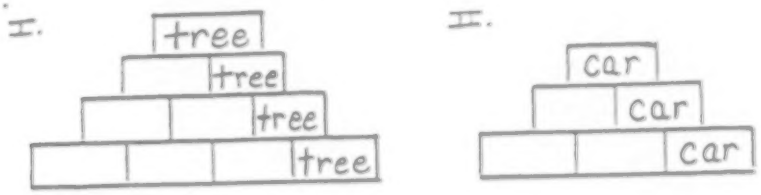
Activity No: 12 DESCRIPTIVE PYRAMID

Level: I, II

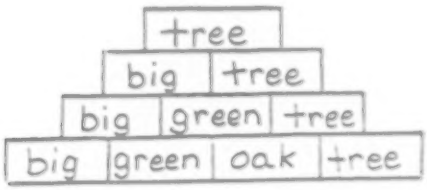
Skills Addressed: Adjectives

Materials: Blackboard

Procedure: 1. Draw the two pyramids on the blackboard. Select a noun or nouns from life skill lists and print on the right hand side of the pyramids as shown below.
Ex.



2. Say: "Today we want to build a word pyramid. Look at the word 'tree' and think of a word that might be used to describe a tree." (Write the word suggested in the open box on the second row of the pyramid). "Now think of another word to go with this word. It must also describe a tree." Continue until pyramid is finished.
3. Use the words to write conplete sentences.
How far down the pyramid can you go?
Ex. The big, green, oak tree is dying.



4. Option: Have 2 teams. Give 1 point for each adjective used in a sentence.
5. Variation: Build the pyramid adding adverbs and adverb phrases to a verb selected from the word lists.
6. Extended Activity:

a) Select a life topic apt to involve description.
Ex. Accident report, medical history, classified

ads, etc.
b) Pyramid adjectives or adverbs for selected words

Activity No. 13 DR. SEUSS TYPE RHYMES

Level: I

Skills Addressed: Rhyming words (vocabulary and word pattern development); identification through listening and sight. NOTE: This activity is ideal for students who have expressed an interest in wanting to help their children with homework.

Materials: Blackboard, Dr. Seuss book or other short story using many rhyming words.

Procedure: 1. Select a page of rhyme from Dr. Seuss book.

Example from:

<u>The Cat in the Hat</u>

The sun did not shine.
It was too wet to play.
So we sat in the house
All that cold, cold wet day.

I sat there with Sally.
We sat there, we two.
And I said, "How I wish
We had something to do!"

Too wet to go out
And too cold to play ball.
So we sat in the house
We did nothing at all.

a) Read the rhyme and identify the rhyming words.
b) Note the use of mainly one syllable words.
c) Note the rhythm of the prose.

2. Choose various word pattern lists.
a) Write the lists of "rhyming" words on the board.
b) Create simple Dr. Seuss type poems.

3. Variation: Utilize life skill vocabulary.
a) Develop lists of rhyming words.

Ex.	car	drive	gas
	far	dive	lass
	bar	five	pass
	tar	live	grass

b) Create simple poems or prose.

My little red car
Just won't go far,
So I'll lie on the grass
Till I have money for gas.

"Comic Relief"

"Then in 1978 it was back to basics..."

From: T.G.I.F. Book for Educators
Princeton Book Co. Pub.

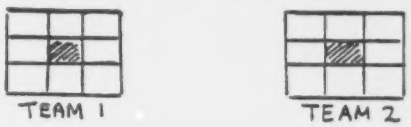
Activity No: 14 DOUBLE BINGO - MULTIMEANINGS

Level: I

Skills Addressed: Multiple meanings of words

Materials: Blackboard or Bingo Card Visual Aid No. 3

Procedure: 1. Draw two Bingo Cards on the blackboard.



2. List words with multiple meanings to the side of the board:

bark	trunk	wave	spot	mine
watch	park	left	row	crane
sock	ring	blocks	box	fly

3. Divide the class into teams.
   Say: "Some words have more than one meaning and the meaning depends upon how the word is used in a sentence. Look at the list of words on the board. When it is your turn, you may come up and select a word to use in a sentence. You must use the meaning I give you. Your opponent must then give a sentence using the same word but with a different meaning given. If correct, you will mark an 'x' in any empty space on your team's card. Let's see which team can fill its Bingo card first."
4. Some examples of meanings you may use:

   bark - the bark of a tree; the sound made by a dog
   watch - to look at something; a piece for telling time

5. Variation: Alternate which team goes first. Give them a word but no definition. The first team makes a sentence using one meaning for the word. Then the other team must use the other meaning in a sentence.
6. This game can be played in pairs.

Activity No: 15 FAMILY OF WORDS

Level: I

Skills Addressed: Word patterns; short vowels; spelling

Materials: Blackboard

Procedure: 1. Write the vowels on the board. Write a set of consonants for each vowel.

Ex.

a	h,	m,	t,	s,	p,	f,	n
e	p,	d,	t,	b,	l,	m,	n
i	h,	f,	b,	d,	t,	g,	s
o	p,	t,	l,	d,	g,	h,	n
u	n,	s,	b,	t,	m,	h,	r

2. Make as many words as possible using any combination of a vowel and its set of consonants.
   Ex. ham pin etc.
   hat spin
   mat fit
3. Repeat for each vowel
4. Read the finished lists of words and categorize them on the board or on paper by word family.
   Ex. mat fan etc.
   hat man
   sat pan

Activity No: 16 HANGMAN

Level: I, II

Skills Addressed: Spelling

Materials: Blackboard or paper; life skill topic word lists

Procedure: 1. Explain the game procedure: A player chooses a word from a given list without telling his partner (or class) what it is. He/she then draws a gallows on the board or paper and the number of blanks the "secret word" contains.

Secret word: AUTOMOBILE

_ _ _ _ _ _ _ _ _ _ _

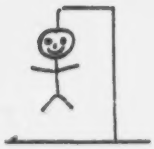
The class then guess possible letters for the word. For a correct guess, the letter is entered in the appropriate blank. For an incorrect guess, one part of a body is drawn on the gallows.

o a _ t _ _ _ _ _ _ e

o a _ t _ m _ _ _ l e

2. Object of the game: to "hang" the man before the class can figure out the word by guessing all the letters.
3. Hang the man by drawing for each incorrect guess the head, body, arms, legs, and finally, the eyes, nose, and mouth.

"I win - he's hung before you guessed the secret word."



Activity No. 17 HEADLINE FUN

Level: I

Skills Addressed: Rhyming words; alphabetical order

Materials: Headlines from newspaper

Procedure:

1. Have on hand a collection of headlines cut from a newspaper (at least 1 headline for each student).

   Ex. Santa Comes to Mall
   Deaf Boy Saves Friend

   (If a class situation, work in pairs. Give each pair two headlines.)

2. List as many rhyming words for each word in the headlines as possible. Write the words on a piece of paper.

   Ex. Deaf Boy Saves Friend
   toy Dave
   joy paves

3. Cut or tear the headlines and all the rhyming words into individual words. Arrange them in alphabetical order.
4. Write a new headline/sentence from the alphabetical word list.

   Ex. Boy Saves Toys for Deaf Friend

Activity No: 18 LONG TO SHORT AND SHORT TO LONG

Level: I

Skills Addressed: Short and long vowels

Materials: Blackboard

Procedure:

1. Write "be" on the board. Talk about the position of the vowel.
2. Write "bet" and compare this vowel position.
3. Discuss the idea that usually when a short word ends with a vowel, the vowel sound is long. When you add a consonant, the sound is short.

4. Write words on the board that end with a vowel. Have them make short vowel sound words by adding one consonant.

Ex.	gō	nō	hē	wē
	gŏt	nŏt	hĕm	wĕt
	gŏb	nŏb	hĕn	wĕb
		nŏr	hĕp	
		nŏd		

5. Now take 3 letter words with short sounds and show them that by adding silent e, the vowel sound is long.

Ex.	hŏp	rĭp	căp	nŏt
	hōpe	rīpe	cāpe	nōte

List: cut, pet, plan, slim, pin, hat, thin, rid, hop, tin, rot, tap, cloth, rod, cub, mad, dim, fin, bit, dot, sit, rag, kit, mat, fat, hid, slid, slop, shin, and con.

6. Follow-up: Select words from life skill topics lists which follow these patterns, have students match them to the right pattern, and tell whether the vowel is long or short.

"Comic Relief"

"Simpson, I don't care if you *did* attend six educational conferences in the last four weeks—you can't claim your dizzy spells as a job-related illness!"

From: T.G.I.F. Book for Educators
Princeton Book Co. Pub.

Activity No. 19 OPPOSITE OUTLOOK

Level: I, II

Skills Addressed: Antonyms; parts of speech; analogies

Materials: Blackboard

Procedure:

1. Draw various geometric shapes and divide each in half.

   Ex.

2. Write 2 words with OPPOSITE meanings on each side of the line.

   Ex.

3. Refer to life skills vocabulary lists for ideas. Select words which represent different parts of speech.

   Ex. VERBS: sit - stand
   cry - laugh
   run - walk

   NOUNS: ice - fire
   war - peace
   sky - ground

   ADVERBS: slowly - quickly
   carefully - recklessly
   tightly - loosely

   PREPOSITIONS: up - down
   for - against
   into - out of

4. Variation: Divide the class into 2 teams. One team writes the word and the other writes the antonym. Then switch order.
5. Extended Activity: Write simple analogies.

   Ex. "Sit is to stand as run is to _____." (walk)

Activity No. 20 PERSONAL DICTIONARY

Level: I

Skills Addressed: Beginning consonants; alphabetizing; word recognition; pronounciation

Materials: Paper, folder, dictionary

Procedure:

1. Have student(s) set up a dictionary booklet. Take 26 pages and put 1 letter of the alphabet at the top of each page.

2. As the student(s) reads, new or unknown words are listed on the proper page. Later, the words are found in a dictionary. The meaning, pronounciation symbols, and one sentence are written for each word.
3. After several words are listed on a page. Redo the words in alphabetical order.

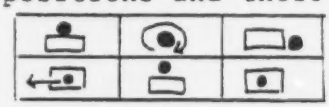
Activity No: 21 POSITIONAL WORDS (PREPOSITIONS)

Level: I, II

Skills Addressed: Prepositions

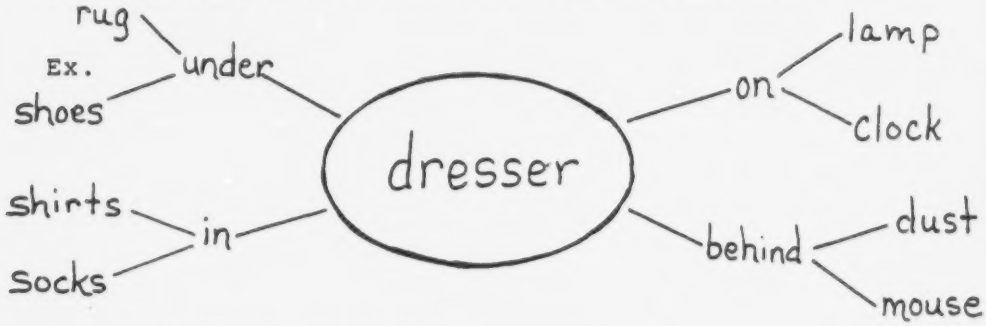
Materials: Blackboard or Visual Aid No. 4

Procedure:
1. Use the pictoral display (Visual Aid #4) to introduce basic prepositions and their use.

Ex. 

2. Discuss each picture (ball and box illustration) and the preposition it represents. "Where is the ball in relation to the box?" IN the box; ON the box; etc.
3. List the prepositions on the board.
4. Develop a series of ball/box sentences.
5. Now select appropriate vocabulary from life skill list.
   a) Web ideas using prepositions and vocabulary words.
   b) Write sentences using webbed information.

Ex.



The clock is on the dresser.
The socks are in the dresser.

Activity No. 22 PREFIX PROCESS

Level: I, II

Skills Addressed: Prefixes

Materials: Blackboard

Procedure: 1. Demonstrate how knowing the meaning of a prefix can help unlock the meaning of words.

Ex. "tre" means 3

Tripod = 3 legs
Tricycle = 3 wheels
Triangle = 3 angles
Triceratops = 3 horns

2. Have the student use each word in a sentence. If unsure of the word, use dictionary for meaning. Find other words in the dictionary with the "tri" prefix.
3. Repeat the process with common prefixes such as:

anti	dis	mal	pro	trans	bi	en	mis	quad	re
semi	neo	sub	non	super	ex	in	con	post	im
inter	per	pre	sub	contra	circum	ir	ex	trans	

4. Select any life skill topic list of words. Add prefixes to the words. Examine how the meaning changes.

Ex: From Post Office II.4.

paid - prepaid
address - misaddress
perishable - nonparishable
mail - remail
replaceable - irreplaceable
valid - invalid

route - reroute

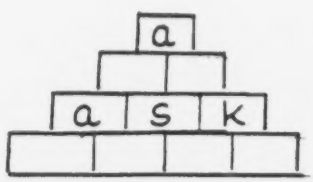
Activity No. 23 PYRAMIDS

Skills Addressed: Beginning and ending consonants; vowel sounds

Materials: Blackboard

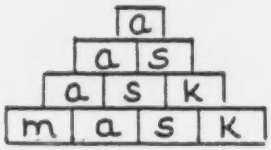
Procedure: 1. Draw a pyramid on the blackboard with letters in the first and third tiers.

Ex.



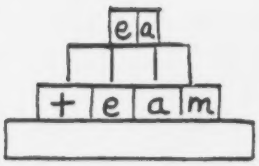
2. Student(s) must add a letter in each tier to make a new word.

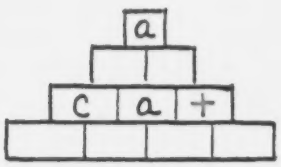
Ex.

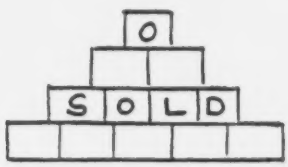


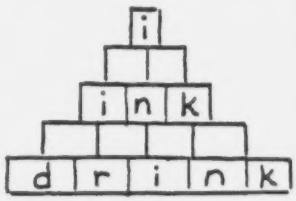
3. This could be a class or small group activity.

Examples of pyramids:





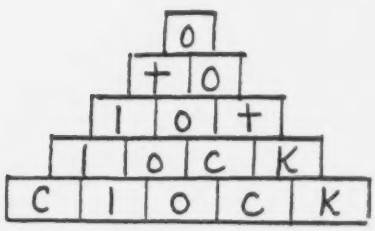




4. Extended Activity: Select a word from a life skill list. Make it the base of the pyramid and work upwards. (On each line, one letter may be changed.)

Ex.

"How high can you climb?"



Activity No. 24 RHYME TIME

Level: I

Skills Addressed: Rhyming words; writing poems

Materials: Blackboard

Procedures: 1. On the blackboard, write 2 lists of words. Each word on the first list will rhyme with a word on the second list.

Ex.

goat	frown
can	bed
cat	pan
red	coat
brown	hat

2. Draw lines to connect the rhyming words.
3. Use the words to write simple rhyming couplets. Do one example together.

Ex. The funny old goat
Is wearing a new coat.

4. Use vocabulary from life skill or word pattern lists and make up the rhyming words.

Ex. from Banking I.9.

coin	moan
bank	thank
loan	join
rate	wreck
check	fate

5. Extended Activity I: Develop groups of rhyming words including at least 1 word in each group that does not rhyme or match word pattern.
Have student(s) circle the ones that do not rhyme.

Ex. sold cold bold (new) told
cat fat (look) mat sat

NOTE: The odd word may be completely different as in the above examples or more closely related in sound and spelling as in the following examples.

Ex. bake (base) cake brake rake
throne stone bone cone (home)

Activity No: 25 SCRAMBLED LETTERS

Level: I, II

Skills Addressed: Spelling

Materials: Blackboard or teacher-made handout

Procedure: 1. Using vocabulary from life skill topic lists, develop sets of scrambled letters for each word. (Present on a handout or on the blackboard.)

Ex. III. 1. Health, Medical Assistance

utc	cut
ruth	hurt
reso	sore
apin	pain
refev	fever

Suggestion: For level I students, underline first letter of each word and/or supply them with a list of correctly spelled words.

2. Have students unscramble the words.
3. Option:
   a) Have students develop scrambled word lists and exchange with other students in the class.
   b) Write sentences with unscrambled words.

Activity No. 26 SENTENCE COMPLETION

Level: I, II

Skills Addressed: Sentence structure; subject/verb agreement

Materials: Newspaper headlines, scissors, Visual Aid No. 5

Procedure: 1. Explain: Headlines in the newspaper are not always complete sentences. Words are often left out because only a certain number of letters and spaces can be used.
2. Write each headline in the left-hand column of Visual Aid 5. Write a complete sentence for each headline in the right-hand column.

	Headline as it appears in the newspaper	Headline as a complete sentence
1.	Heat Wave Sweeps Nation	A terrible heat wave is sweeping the nation.

3. Review the sentences to make sure each one:

   a) starts with a capital letter
   b) ends with punctuation mark
   c) has a subject and a verb.

4. Variation:
   a) Repeat the same exercise using phrases from product containers and packages, coupons, catalogs, magazine ads, classified ads, road and safety signs.
   b) Select life skill vocabulary and create sentences and headlines.

Activity No: 27 SENTENCE POWER

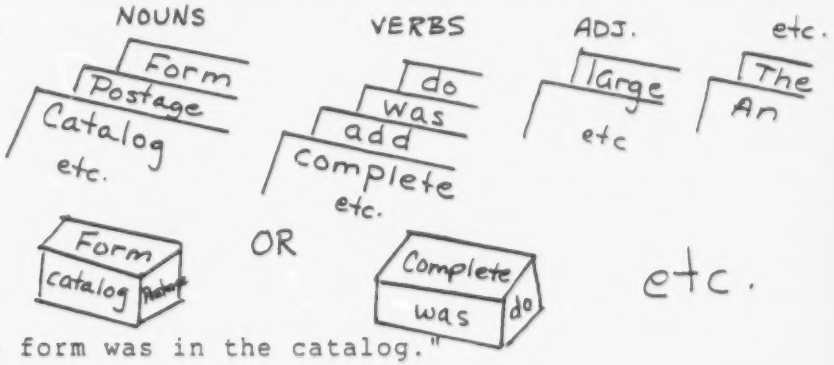
Level: I

Skills Addressed: Vocabulary; sentence structure

Materials: Word cards or word cubes (see step 1.), Visual Aid No. 6

Procedure: 1. Make either sets of word cards or word cubes (Visual Aid #6) to include sets or cubes for noun, verb, adjective, article, adverb, preposition, and conjunction words. Select as much as possible from competency word lists and Dolch Basic Sight Voc. list.

Examples:



"The form was in the catalog."

2. The player(s) toss the cards or cubes into the air and let them fall on the table. Either displayed cube words or upright card words may be used to make up sentences. Write the sentences on paper or board. Score one point for each word used.

Activity No. 28 SILLY COMPOUNDS

Level: I, II

Skills Addressed: Compound words

Materials: Blackboard

Procedure: 1. Write these 8 sentences on the board:

a) The word foot is combined with something you play with _____. (ans. football)
b) The word foot is combined with something you write _____. (ans. footnote)
c) The word foot is combined with the antonym of tight _____. (ans. footloose)
d) The word foot is combined with a person _____. (ans. footman)
e) The word foot is combined with the antonym of dark _____. (ans. footlights)
f) The word foot is combined with what you would do to get clean _____. (ans. footbath)
g) The word foot is combined with what we do with clothing _____. (ans. footwear)
h) The word foot is combined with the antonym of play _____. (ans. footwork)

2. Write these words on the board and build as many compound words as possible.

grand	apple
cow	room
sun	friend
pan	house
door	mother
dog	bed
police	flake
air	shine
ear	fly
car	box
hand	knob
rain	drum
pine	hop
fire	cake
blue	man
mail	kerchief
water	bird
boy	girl
gold	print
foot	fish
snow	stall
base	line

class	ball
book	bow

3. After creating a number of compound words, see how many silly sentences you can make using the compound words.

   Ex. Ear + drum = eardrum.
   Have you ever seen an ear drum?

4. Select compound words from various life skill topics list. Look up the selected words in the dictionary. Identify other words that use the initial compound part. Develop similiar puzzles as in step 1.

   Ex. From Purchasing Goods and Services - I.3. newspaper supermarket

   From Housing I.5. - townhouse, landlord, bedroom

"Comic Relief"

"Actually, Mr. Green, after deductions for federal tax, state tax, local tax, F.I.C.A., union dues, insurance premiums and health insurance, you owe us $6.34."

From: T.G.I.F. Book for Educat.
Princeton Book Co. Pub.

Activity No: 29 SILLY STORIES

Level: I

Skills Addressed: Beginning sounds

Materials: Blackboard

Procedure:
1. Choose a consonant. Have a student(s) list as many words as possible that begin with that sound.
2. Write a silly consonant story using as many of the words as possible that start with the same consonant as a character's name.

   Ex. Billy Bubbles
   Billy Bubbles blows better bubbles than Betty Berry or Bart Brown. He brings bread and butter for breakfast and beef and beans for lunch.

3. Samples of other names: Sad Sam, Playful Patty, Doctor Don, Funny Frank, Jumping Jill/Jack...
4. Extended Activity: Choose a life skill topic. List as many words as possible that begin with a certain consonant and relate to the topic. Write a silly consonant story.

   Ex. Nutrition: Betty Burp
   Voc. bread butter bake banana buy breakfast beef beans

   "Betty Burp burped when she ate the banana bread which she baked on the bottom of the beef and bean taco."

Activity No: 30 SWIFTIES

Level: II

Skills Addressed: Adverbs; Multiple meanings of words

Materials: Blackboard

Procedure: 1. Write the following sentences on the board:

a) "I've broken my leg," she said lamely.
b) "Drop that gun," he said disarmingly.
c) "What kind of sand?" she asked quickly.
d) "I'll turn you into a frog," she said charmingly.
e) "I'll bake the pies," she said mincingly.
f) "Watch out for the spear!" he said pointedly.
g) "I've been hit by a steam-roller," he said flatly.
h) "You've struck oil!" she gushed.

2. Tell the class this is a word fun game. Help them to see the relationship between the quotations and the adverb.
3. Have them try to create some new "swifties". You can give them some sample words. Try to select multiple meaning words from competency lists.

Ex. Emergency calls: Telephone

deadly
faintly
feverishly
sickly
quickly

Activity No: 31 SYNONYM RUMMY

Level: I, II

Skills Addressed: Synonyms

Materials: 13 sets of 4 cards (each set made up of 4 synonyms)

Procedure: 1. Select 13 vocabulary words. Identify 3 synonyms for each of the 13 words. Write the 13 sets of 4 words (vocabulary word + 3 synonyms) on index cards.

Ex. Set 1 - cash, money, funds, currency
Set 2 - thin, slender, lean, narrow
Set 3 - castle, palace, manor, mansion
etc. up to 13 sets

2. Directions for game:
   a) 2-4 players
   b) Deal 6 cards to each player.
   c) Place remaining cards face down on table and turn top card face up.
   d) The object is to collect sets of synonyms.
   e) Player 1 can either draw the face-up card or the top card from the stack. He arranges his cards in synonym sets and discards 1 card.
   f) Player 2 may draw either the face-up card or the top card from the deck.
   g) Each time a player collects a set of 3 or 4 synonyms, he may place them face up on the table. If a player lays down a set of 3 cards, any other player may put down the fourth card in front of him so he gets the point.
   h) The game ends when one player has laid down all the cards in his hand. The player with the most cards in front of him wins!
3. Variation: Use sets which have identicial initial

consonant sounds, final consonant sounds, suffixes, or prefixes.

Activity No: 32 SYNONYMS IN WRITING

Level: II

Skills Addressed: Adjectives; Synonyms

Materials: Human interest story/stories (difficulty level to meet needs of class or individual)

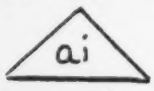
Procedure:
1. Choose a human interest newspaper article for your class. It may be a single paragraph or several paragraphs depending on the ability level of your student(s).
2. Have student(s) read story.
3. Identify all of the descriptive words in the story.
4. Now have students rewrite the story, changing every descriptive word (adjective) in the story to a synonym.
5. When finished, decide whether or not the words change the feeling or original meaning of the story.
6. Optional: Choose a newspaper ad. Circle the adjectives. Choose new synonyms. Discuss the change in the impact of the ad.

Activity No: 33 THE SHAPE OF "A"

Level: I

Skills Addressed: Blackboard; word list

Procedure:
1. Draw the following shapes:



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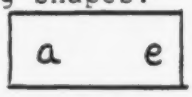


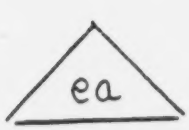
cage

say

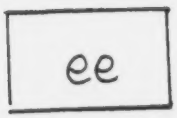
2. Talk about the words and the three ways of spelling long "a".
3. Read a word. Have the students volunteer to write it under the correct pattern.

Sample words:				
	shape	lame	pain	frame
	trail	stay	play	stray
	tray	say	fail	came

4. Review life skill topic or word pattern lists for words with long "a" sound or repeat with e, i, o, u.

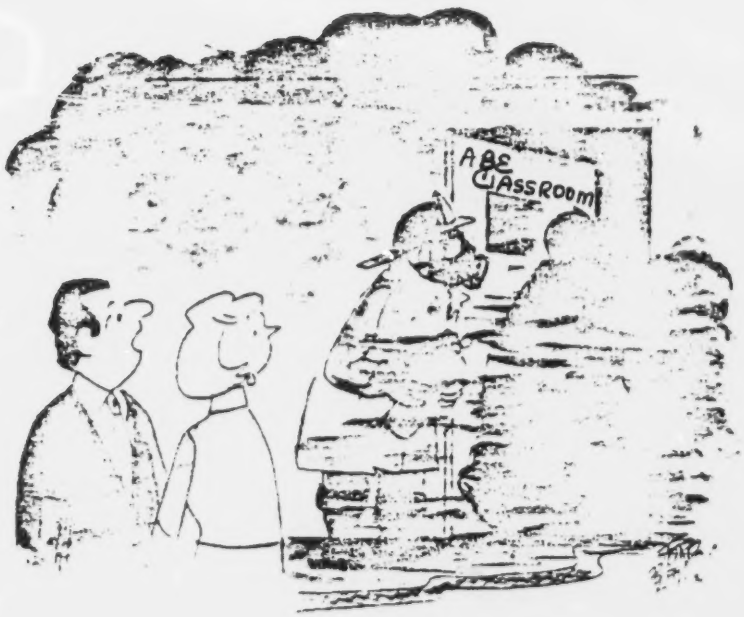
Ex. 

meat



feel

"Comic Relief"



"It's the worst case of teacher burnout we've ever had!"

From: T.G.I.F. Book for Educators
Princeton Book Co. Pub.

BEST COPY AVAILABLE

Activity No: 34 THE SOUND OF "Y"

Level: I

Skills Addressed: Final "y" sounds

Materials: Blackboard; word list

Procedure:

1. Write the word "cry" and "baby" on the board. Underline the "y's". Ask the students what sound the "y" makes in each word. Say each word.

   cry - i (long) baby - e (long)

2. Have the students divide a paper in half. Write "i" at top on one half, and "e" on the other half.
3. Write a list of words ending in y on the board. Have them write the words on their paper in the proper column. Check by writing i or e next to the words on the board when the students are done.
   Word list sample: (Check Word Patterns listing)

my	any	dreamy	every	buy	sky
shy	why	sleepy	lucky	fly	cry
by	sly	steady	puppy	fry	dry

4. Write notes to family members: children, spouse, parent. Use 2 "y" words in each sentence.

   Ex. Please dry my shirt for me.

5. Extended Activity: Write simple poems using "y" words.

Activity No: 35 TOPIC SCRABBLE

Level: I, II

Skills Addressed: Spelling, word recognition

Materials: Scrabble game

Procedure:

1. Select a life skill topic as a theme for the day; i.e. job words or health words.
2. Explain the rules of scrabble.
3. Instead of keeping individual scores, play the game as a group or in pairs, without competition; call it crossword scrabble.

Activity No: 36 VOCABULARY BINGO

Level: I, II

Skills Addressed: Word recognition

Materials: Bingo cards or Visual Aid No. 3, markers, list of vocabulary words

Procedure:
1. Use Visual Aid #3 to make bingo cards by randomly placing words on grids. Use any vocabulary from life skills, Dolch list, or word patterns.
2. Call out words from the list. The first one to get BINGO wins!
3. Could be played with whole class or in pairs.
   Pair variation: Make 2 bingo cards. Print vocabulary words on small cards placed face down on table. The pair takes turns selecting and reading words.

Activity No: 37 VOCABULARY RELAY RACE

Level: I, II

Skills Addressed: Synonyms

Materials: Blackboard

Procedure:
1. Select a list of 10 words from a life skill topic.
2. Divide the class into 2 teams. List in a column the set of 10 words twice on the board (one set for each team).
3. The first person for each team goes to the board, chooses a word, and writes a related word. He goes back to the end of the line. The game is over when one team finishes. The teacher will decide if the related word is correct. (Accept any reasonable ans.)

Ex. Voc. from Occupational Knowledge IV. 1.

Voc. List	Related synonyms
address	street, city, town
blank	line, empty
city	town
date	month
high school	secondary school
job	occupation, work, career

4. Examine the list of related words. Determine if the listed words are:
   a) actual synonyms or
   b) words associated with the vocabulary word.

   Ex. Yield — stop (associated)
   give way (synonym)

Activity No: 38 VOWEL BINGO

Level: I

Skills Addressed: Short and long vowel sounds

Materials: Blackboard, vocabulary list (words selected from word patterns, Dolch list, or life skill topics)

Procedure: 1. Draw the following charts on the board:

Team I

	a	e	i	o	u
short					
long					

Team II

	a	e	i	o	u
short					
long					

2. Sample vocabulary:

rage	pass	huge	lot	test	roam	nip
glide	muse	bug	brace	press	lick	mile
fed	flop	pad	smog	coach	crab	boat

3. Divide the class into 2 teams (or work in pairs). Read a word for each team. The first person on each team goes to the board and puts an X under the proper vowel next to either long or short. If he is correct, the X stays; if not, erase it. The team with the most X's wins.
4. Use words from the life skill unit you are addressing to supplement or replace this list.

Activity No: 39 WHEEL OF FORTUNE

Level: I, II

Skills Addressed: Memorization; spelling; word recognition;

Materials: Blackboard, game spinner with numbers 1 through 10 and lose turn on it.

Procedure:
1. Distribute a vocabulary list from a particular life skill to students prior to game.
2. Choose a word from the list and put the appropriate number of blanks on board to represent each letter of the word.

   Ex. (catalog) ___ ___ ___ ___ ___ ___ ___

3. The first player spins the spinner and guesses a letter of the "unknown" word. If the guess is correct, the letter(s) is placed in the appropriate blank and the player gets the points displayed on the spinner. The player keeps going until an incorrect guess is made. Then the second player continues the game. Any player can guess the word. A correct word guess doubles the score for the round.
4. A scorekeeper should keep track of the points.
5. Variation: Dice can be used instead of a spinner. "Snake Eyes" = lose turn.

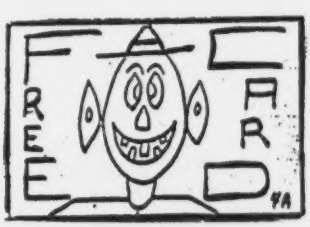
Activity No: 40 WIN - A - SOUND

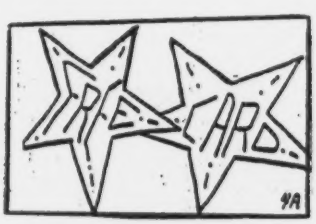
Level: I

Skills Addressed: Short vowel, long vowel, and consonant blends

Materials: Game cards created from selected vocabulary, Visual Aid No. 7-7c

Procedure:
1. Select word pattern lists of words.
2. On each card write a sentence clue and two word choices. Include at least 2 Free cards for each set of cards.





(See Visual Aid #7-7c for a sample set of cards.)

3. Directions for the game.
   a) Teacher reads the sentence; the student reads the answer.
   b) Students work in pairs. One reads the sentence; the other reads the correct word and vice versa.
4. Object of the game: a card is given to the player if read and/or answered correctly. The player with the most cards is the winner.

Activity No: 41 WORD - A - RAMA

Level: I, II

Skills Addressed: Word recognition; beginning sounds; ending sounds

Materials: Blackboard, dictionaries (optional)

Procedure: 1. Level I. - Select a vocabulary word from a life skill list.

   a) Print the word in CAPITAL letters in column form.
   b) Write a word (or number of words) beginning with each letter's sound.

   Ex. From Maps I.10.

M	my, money, may, etc.
A	apple, ant, art, etc.
P	put, paper, etc.
S	sun, soup, etc.

2. Level II - Now, write the word in a column.

   a) Some space away, write the word againin reverse order.
   b) Write a word that begins with the first letter and ends with the last letter.

Ex.

D	Dave	E
I		C
S		N
T		A
A		T
N		S
C	Cheri	I
E	edited	D

3. Variation: Work in pairs. Each partner selects a vocabulary word for the other and challenges.

(Have dictionary on hand.)

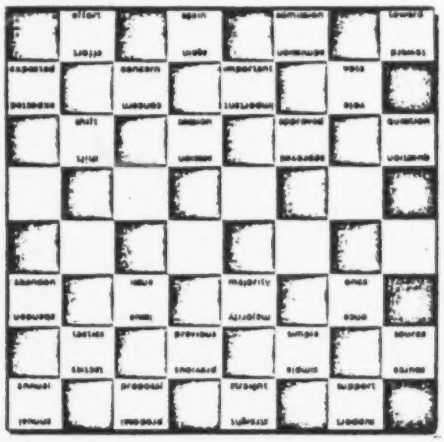
Activity No: 42 WORD CHECKERS

Level: I, II

Skills Addressed: Word recognition

Materials: Checkerboard grid Visual Aid No. 8 , checkers

Procedure:
1. Fill in grid with selected vocabulary words. Write the words so that they can be read by players facing each other (as shown in the example).
2. Checkers are played as usual.
3. In order to move onto a square, player must pronounce the word and a) give a definition, or b) use the word in a sentence.



Activity No: 43 WORD EXPANSION

Level: I, II

Skills Addressed: Word recognition; spelling

Materials: Blackboard

Procedure:
1. List several (5-10) root words or prefixes on the board. Have student(s) create lists of new words by adding to the listed root word or prefix.

   Ex. a) place = placement, replace, etc.
   b) crease = increase, decrease, etc.
   c) way = highway, roadway, etc.
   d) pine = alpine, pinetree, etc.

2. Write sentences using the new words.

3. If used as class activity, divide the class into pairs or teams. The pair or team with the most words is the winner. Other teams may "challenge" a word. Check by looking it up in the dictionary.

Activity No: 44 WORD FAMILY WORD WHEELS

Level: I

Skills Addressed: Recognize beginning and ending consonant sounds and blends

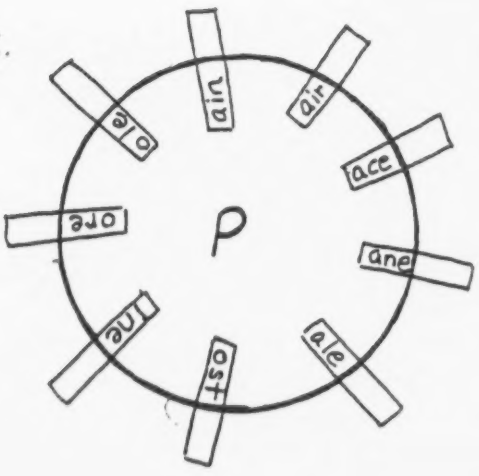
Materials: Heavy tagboard or cardboard, magic markers, clothespins, paper, and glue (or staples), Visual Aid No. 9

Procedure: 1. Teacher: Cut out the following word wheels from paper and glue to heavy backing. Write 4 phonograms in each section of the wheel. Next, mark approximately 40 clothespins with the following consonants and blends:

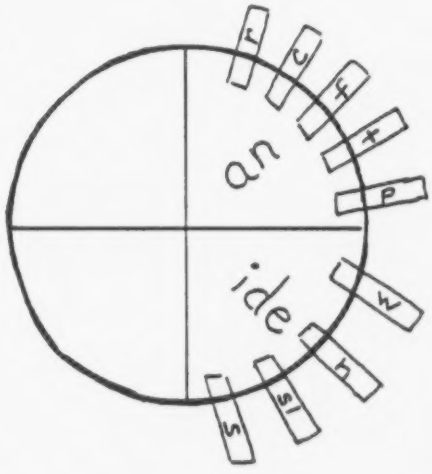
b, c, d, f, g, h, j, k, l, m, n, p, qu, r, s, t, v, w, x, y, z, br, cr, dr, fr, sc, gr, pr, tr, bl, cl, fl, gl, pl, sl, tw, st, tw, str, spr, thr, ch, sh, and th.

2. Student: Put clothespins on word wheels to make word families from the patterns. (All vowel blends can be used.)

Ex. I.



Ex. II.



Activity No: 45 WORD FIND

Level: I

Skills Addressed: Rhyming words; spelling

Materials: Blackboard, Visual Aid No. 10-10b, or teacher-made handout

Procedure:
1. Put a list of words from a word family on the blackboard or use Visual Aid #10-10b.

   Ex. "ay" word family (any word family can be used)

day	way	say	may	bay	pay	stay
sway	ray	hay	clay	tray	pray	May
play	bray	away	fray	gray	stray	lay

2. Call out a definition, riddle or sentence (See Visual Aid #10a).
3. Students try to find the word. One student goes to the board to erase word, while the rest try to write it down before it is erased.
4. Follow-up poem activity (See Visual Aid #10b). Have the students fill in the correct "ay" words; or write their own rhymes.

Activity No: 46 WORD MATCHING

Level: I

Skills Addressed: Word recognition

Materials: Blackboard, index cards

Procedure:
1. Select vocabulary from life skill topic or word pattern lists. Make two sets of cards. Each set containing the list of vocabulary words.
2. Divide the class into 2 teams. Deal out a set of cards to each team.
3. Write or read the definition of a word. You may also write all the definitions on the board numbering each and then call out various numbers.
4. Whoever holds the correct word card up first, scores a point for their team. If the wrong card is held up, a point is subtracted.

Activity No: 47 WORD SEARCH PUZZLES

Level: I, II

Skills Addressed: Word recognition

Materials: Visual Aid No. 11 - Word Search Grid

Procedure:
1. Select vocabulary from the life skills list or the Dolch list and create word search puzzles.
2. Provide the students with a list of words to search for.
3. Variation: Have students create puzzles and exchange them.

Note: Many newspapers and magazines publish these puzzles. How many can students find?

E	X	I	O	F	L	A	M	M	A	B	L	E	B	T
L	T	N	L	I	A	G	E	N	T	L	E	M	E	N
E	L	S	U	P	D	M	R	W	A	N	T	E	D	I
V	S	T	O	U	I	D	S	A	T	O	P	E	N	E
A	G	R	S	T	E	Y	Q	L	U	I	U	S	W	M
T	A	U	P	O	S	N	G	K	D	T	S	N	A	E
O	S	C	U	A	E	A	C	P	O	U	H	J	T	R
R	O	T	L	I	F	M	B	E	W	A	R	E	C	G
E	L	I	L	T	I	I	M	W	N	C	L	X	H	E
X	I	O	R	A	R	T	V	E	A	W	O	M	E	N
I	N	N	J	X	E	E	B	Z	I	Y	S	H	G	C
T	E	P	R	I	V	A	T	E	D	K	T	E	L	Y

Instructions: Below is a list of captions that can be found on signs. Each caption is hidden in the puzzle either vertically or horizontally. Find each hidden caption and box it as shown.

1. Beware
2. Caution
3. Down
4. Dynamite
5. Elevator
6. Emergency
7. Exit
8. Fire
9. Gasoline
10. Gentlemen
11. Flammable
12. Instruction
13. Ladies
14. Lost
15. Men
16. Open
17. Private
18. Pull
19. Push
20. Taxi
21. Up
22. Walk
23. Wanted
24. Watch
25. Women

Sample from Washington County, md; Handbook of Activities Nov 79

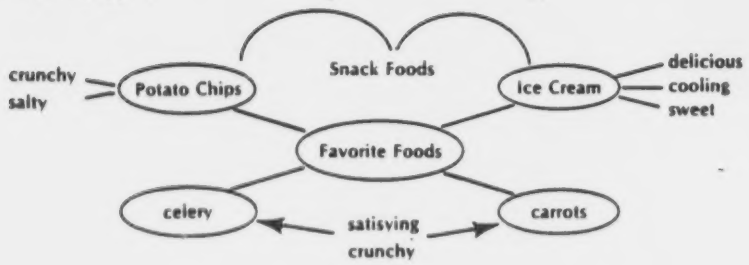
Activity No: 48 WORD WEBBING

Level: I, II

Skills Addressed: Vocabulary development

Materials: Blackboard

Procedure:
1. Choose a word or topic related to classroom work.
2. List the word on the blackboard.
3. Encourage the students to think of as many words as they can that are related to the selected key word.
4. The related words are connected to the MAIN word or catagory by using a webbing pattern. (See Ex. below)



5. Expand the webbing concept another step by adding adjectives to the nouns (in other cases, you might add adverbs to verb words, etc.)
6. Have students write sentences using the webbed words and ideas.
7. The students can gain further practice in classification by grouping words which are similar in type or description. Ex. Snack foods, vegtables, etc.

Activity No: 49 WORDS WITHIN WORDS

Level: I

Skills Addressed: Phonics, spelling

Materials: Blackboard

Procedure: 1. Select life skill vocabulary. List a column of fairly long words on the board. Have the student(s) write down any smaller words found in the long words.

> Ex. Illustrate - ill, us, rate, ate
> Glowing - glow, low, wing, win, owing, in

2. Show how these "small" words may help sound out a long word.
3. Variation: Form as many words as possible from the letters of 1 word. Use words from life skill areas.

Ex. from First Aid III. 4.

AMBULANCE

am	an	cane
lamb	can	bane
lance	ban	lane etc.

EMERGENCY

emerge	gem	cry
men	my	mere
yen	rye	etc.

Activity No: 50 CREATE YOUR OWN

Level: I, II

Skills Addressed:

Materials:

Procedure:

VISUAL AIDS
SECTION

MENU

SERVED ANYTIME

Dinner Specialties

Fried Shrimp Dinner 3.10
Crisp Shrimp with Cocktail Sauce, French Fried Potatoes and Cole Slaw.

Spaghetti With Meat Sauce 2.05
and Parmesan Cheese, Crisp Lettuce Salad.

Scallop Dinner 3.20
A full dinner of plump Scallops delicately breaded and deep fried to a golden brown. Served with Tartar Sauce, French Fries and Cole Slaw.

Grilled Liver and Sauteed Onions 2.25
Served with French Fried Potatoes and Chilled Lettuce Salad.

Fried Fish, Generous Portion With Tartar Sauce 2.50
Creamy Cole Slaw and French Fried Potatoes.

Ground Beefsteak 2.40
Topped with Onion Rings – French Fried Potatoes and Crisp Salad.

Golden Fried Crab Cakes with Tartar Sauce 2.75
Served with Cole Slaw and French Fried Potatoes.

Crisp Fried Chicken 2.90
with French Fried Potatoes and Chilled Lettuce Salad.

BIG BOY'S Special Steak 3.95
Garnished with Onion Rings and Served with French Fried Potatoes and Crisp Lettuce Salad.

Seafood Special 3.60
Tender Shrimp, Scallops and Filet of Fish – all Deep Fried and served with Tartar Sauce, Cole Slaw and French Fried Potatoes.

All Served with Grilled Dinner Bun and Choice of Salad Dressing.

Soups and Salads

BIG BOY'S Bean Soup ... .50 **SOUP OF THE DAY** . .50

Chef's Special Shrimp Salad 1.70
Large Bowl of Crisp Chilled Lettuce and Tomato Wedges topped with Baby Shrimp. Served with our Garlic 'n' Oil Dressing and Saltines.

Diced Ham and Cheese Salad 1.60
Large Bowl of Crisp Chilled Lettuce with Tomato, Diced Ham and Cheese. Served with our own Tomato 'n' Spice Dressing and Saltines.

Tuna Fish Salad 1.55
Tuna Salad over Bowl of Fresh Lettuce accompanied by Tomato Wedges. Tomato 'n' Spice Dressing and Saltines also served.

Cottage Cheese Salad with Pears 1.50
Creamy Cottage Cheese and Chilled Pears on Crisp Lettuce. This Large Salad Bowl also comes with Tomato 'n' Spice Dressing and Saltines.

Countin' Calories 1.55
Jumbo Hamburger Pattie, Cottage Cheese, Fresh Tomato Slices.

BEST COPY AVAILABLE

BIG BOY Specialties

The BIG BOY Combination 1.55
Two freshly ground Beef Patties on Toasted Sesame Seed Bun with Lettuce, American Cheese and our Special Dressing – served with French Fried Potatoes and Lettuce Salad with Choice of Salad Dressing.

The BIG BOY Hamburger 1.00

The Brawny Beef Combination 1.75
The Brawny Beef Sandwich served with Golden Brown French Fried Potatoes and Chilled Lettuce Salad topped with Choice of Salad Dressing.

The Brawny Beef 1.20
A generous portion of Freshly Ground Beef, seasoned with Chopped Onions and Spices, with Crisp Lettuce and a Special Sauce on a Custom Baked Bun.

Sandwiches

Jumbo Hamburger Platter 1.60
with Cole Slaw and French Fried Potatoes.

Jumbo Hamburger Sandwich with Potato Chips 1.05

Fried Fish Sandwich Platter 1.55
Deep Fried Fish on Toasted Roll with American Cheese, Tartar Sauce and French Fries.

Fried Fish Sandwich with Tartar Sauce 1.20

Jumbo Cheeseburger Platter 1.75
with French Fried Potatoes and Cole Slaw.

Jumbo Cheeseburger Sandwich with Potato Chips 1.20

Crab Cake Sandwich Platter 1.70
on Toasted Bun, Tartar Sauce and French Fried Potatoes.

Crab Cake Sandwich 1.35
with Tartar Sauce and Potato Chips.

Chili Cheeseburger Platter 2.15
Hamburger topped with American Cheese, Chili Con Carne and Chopped Onion – Served with French Fries and Creamy Cole Slaw.

Chili Cheeseburger Sandwich 1.60

Steak Sandwich Platter 2.90
Perfectly grilled steak on Toasted Bun, served with French Fried Potatoes and Cole Slaw.

Steak Sandwich 2.35

117

127

Desserts and Fountain Treats

Fruit Pies . . .60 a la mode or Whipped Topping .80
Meringue Pies selection varies ..... .65
Fresh Strawberry Pie (in season) ..... .70
Fabulous Hot Fudge Sundae ..... .75
Chocolate or Strawberry Sundae ..... .60
"Silver Goblet" Milk Shake ..... .55
chocolate, strawberry or vanilla

Hot Fudge Cake ..... .75
Devil's Food Cake with Vanilla Ice Cream, Hot Fudge Sauce and Whipped Topping

Strawberry Cheesecake ..... .80

Beverages

BIG BOY Coffee . . .25
Hot Chocolate .... .30
Lemonade .... .30-.40
Milk ..... .30-.45
Hot Tea ..... .25
Iced Tea ..... .30-.40
Coca-Cola, Rootbeer or Tab ..... .30-.40
Orange or Tomato Juice ..... .40

128

Visual Aid #1a

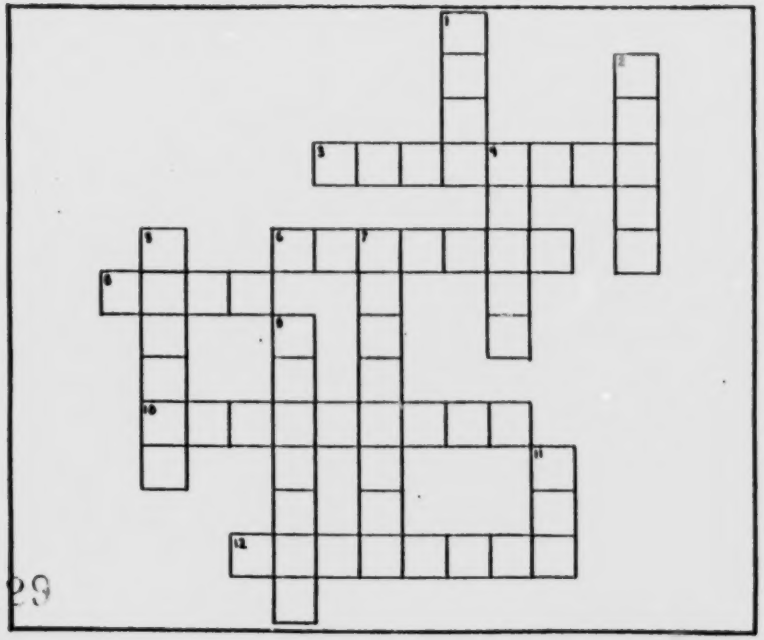
Crossword Calendar

Across

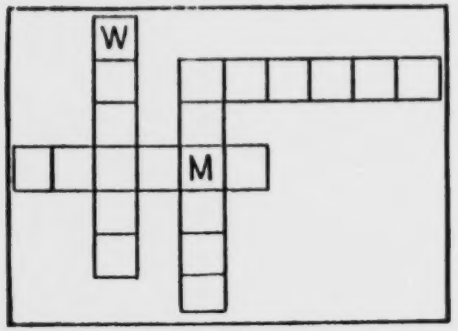
3. The last month.
6. The New Year begins in this month.
8. The first month of the second half of the year.
10. The ninth month has nine letters.
12. This month sometimes has 29 days.

Down

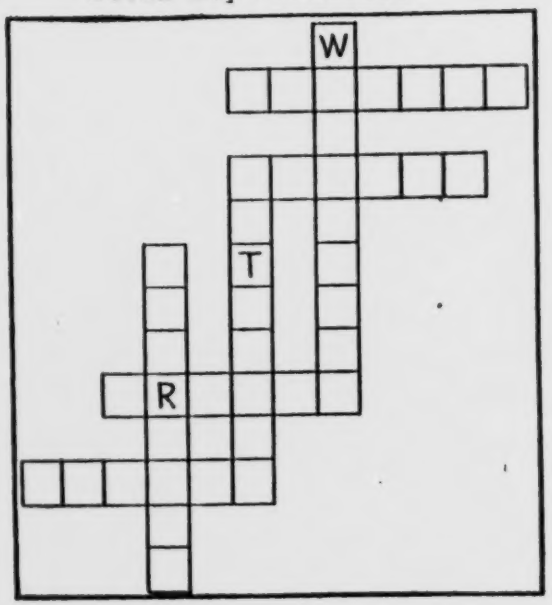
1. The sixth month has four letters.
2. Unscramble this and you know the month: RLIPA
4. The third month also means *to walk like soldiers in a parade.*
5. Six letters form the eighth month.
7. Thanksgiving occurs in the eleventh month.
9. This month ends with Halloween.
11. The fifth month has three letters which rhyme with *say.*



Seasons Crossword



Seven Days Crossword



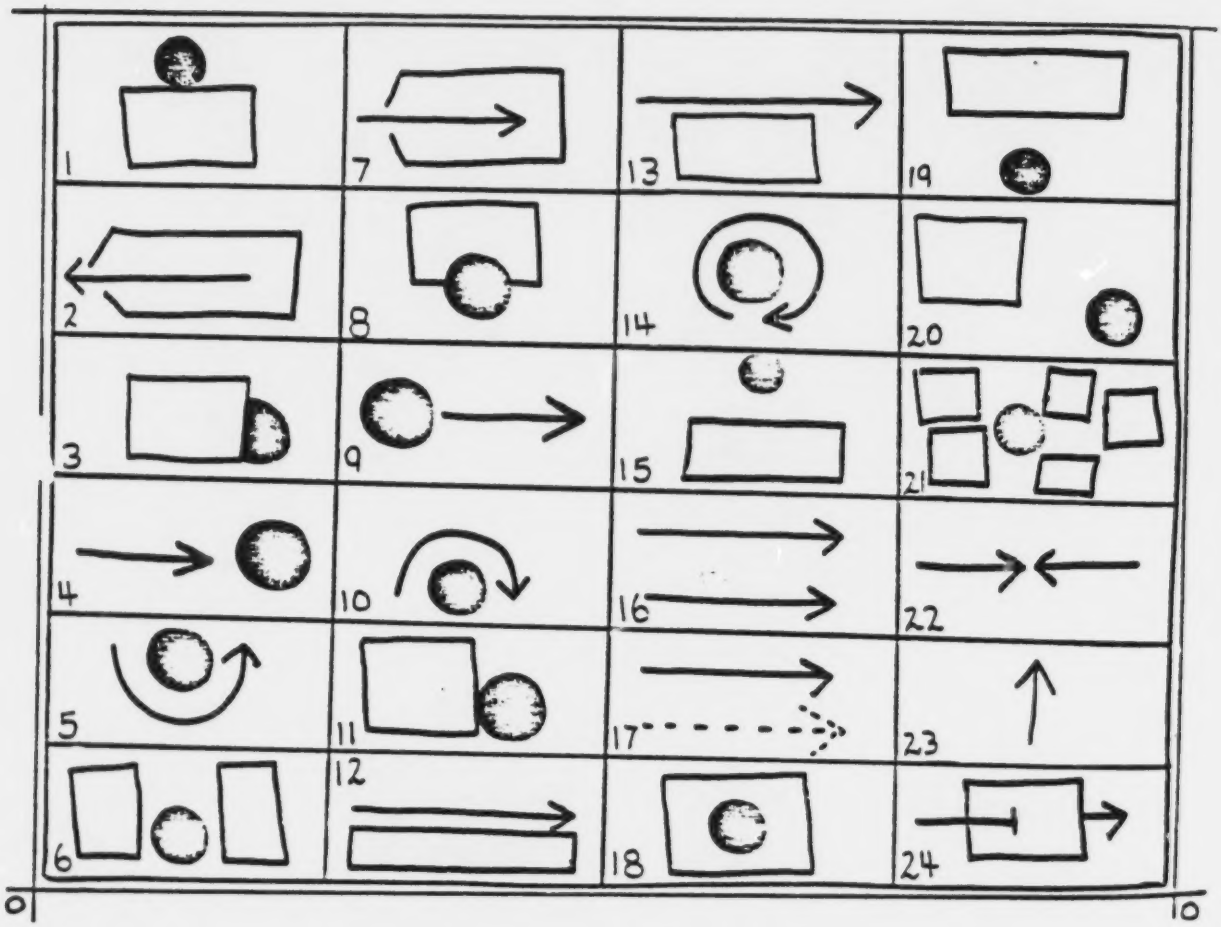
BINGO

		FREE		

Use 5 square for Level II.
Cut down to 3 square for Level I.

Ex.

POSITIONAL WORDS



From How to Make and Use Your Own Visual Delights,
Newbury House Publ, Inc. 1982

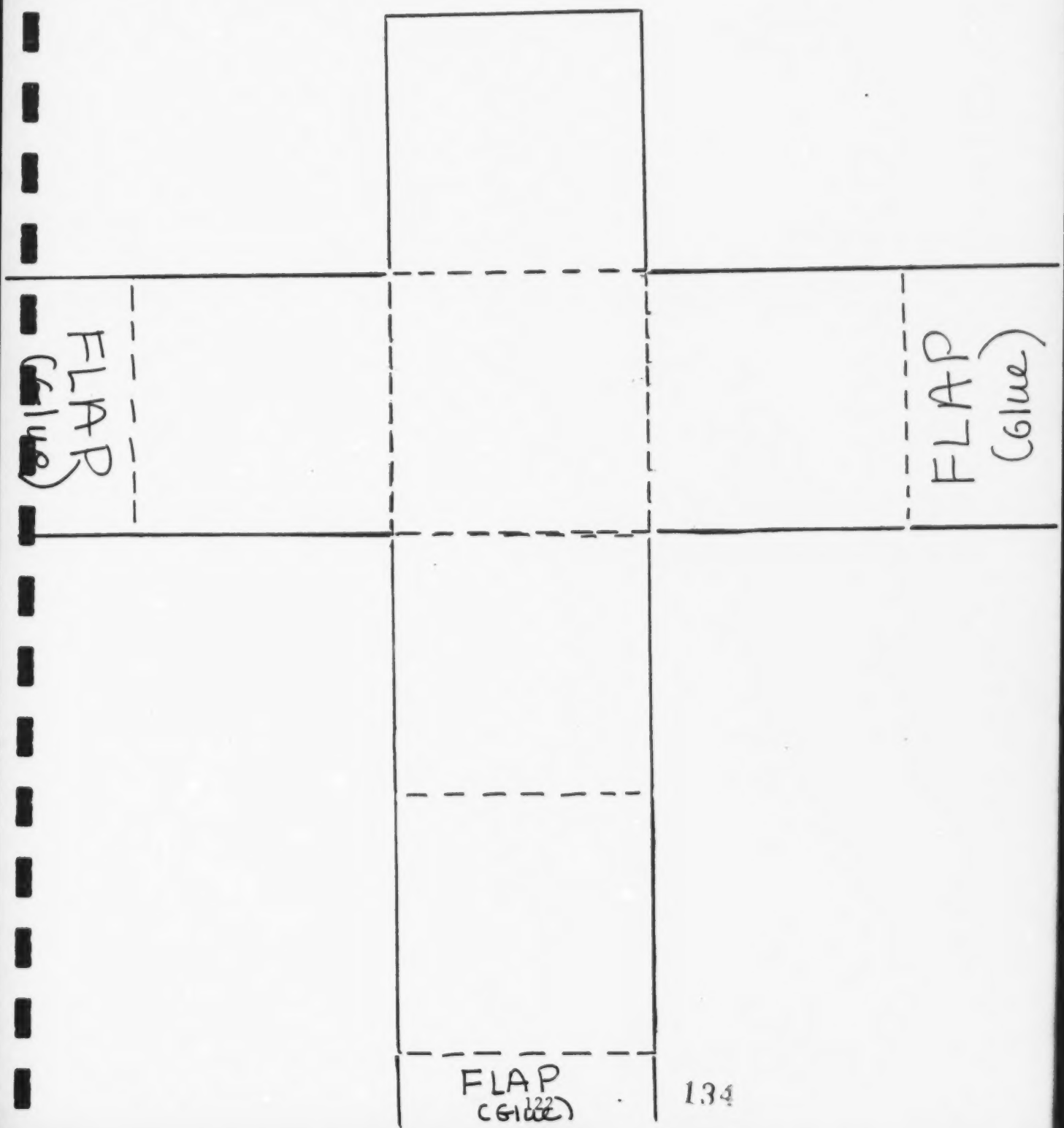
1. on
2. out of
3. behind
4. to
5. under
6. between
7. into
8. in front of
9. From
10. over
11. against
12. along
13. by
14. around
15. above
16. with
17. without
18. in
19. below
20. near
21. among
22. against
23. up
24. through

SENTENCE COMPLETION

	Headline as it appears in the newspaper	Headline as a complete sentence
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Visual Aid #6

SENTENCE POWER



Spiders make them.

web - net

1A

BEGINNING ~ SHORT VOWEL ~ SOUNDS ~

1A

You can chew it.

fun - gum

1A

1A

(free card) 1A

1A

123

You hit a ball with it.

135

cat - bat

1A

You heat water in one.

ran - pan

1A

You speak with them.

136

sips - lips

1A

You can eat it. van-ham 1A	a hole in the ground. bit-pit 1A	You can write with it. pen-hen 1A
It tells you how to go. map-jam 1A	It holds a hot dog. bus-bun 1A	It goes on your head. 124 cap-bag 1A
He lives on a farm. 137 pig-big 1A	the top to a can. lid-dig 1A	It holds water. 135 pot-rod 1A

they fight with dogs.

bags - cats

1A

It keeps you cool in summer.

fan - can

1A

It is a number.

hen - ten

1A

Girls like them.

pots - dolls

1A

It can catch a fish.

net - web

1A

You can ring it.

well - bell

1A

125

It holds water.

bell - well

1A

139

You sleep on it.

bed - web

1A

A baby wears it to eat.

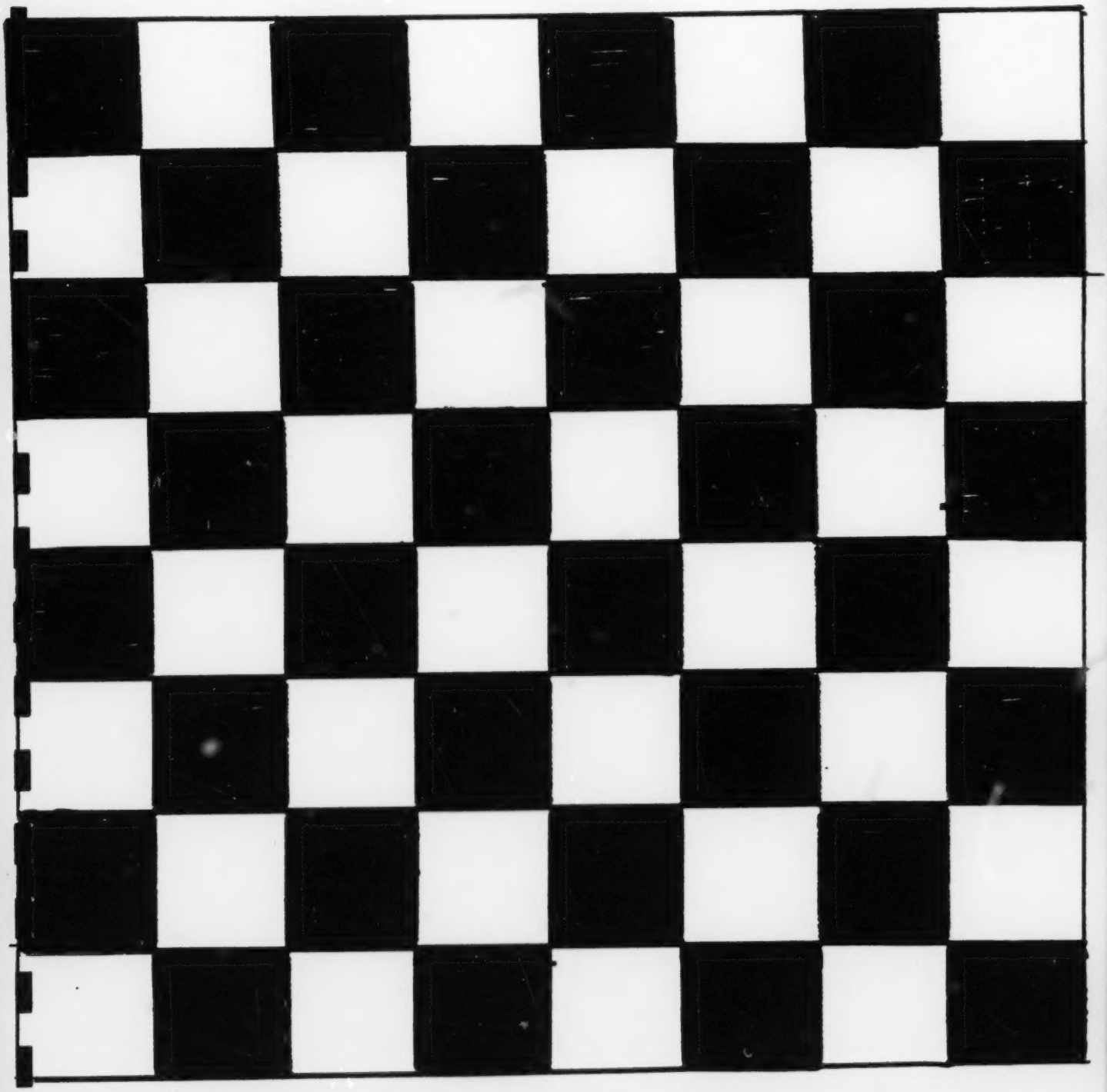
hit - bib

1A

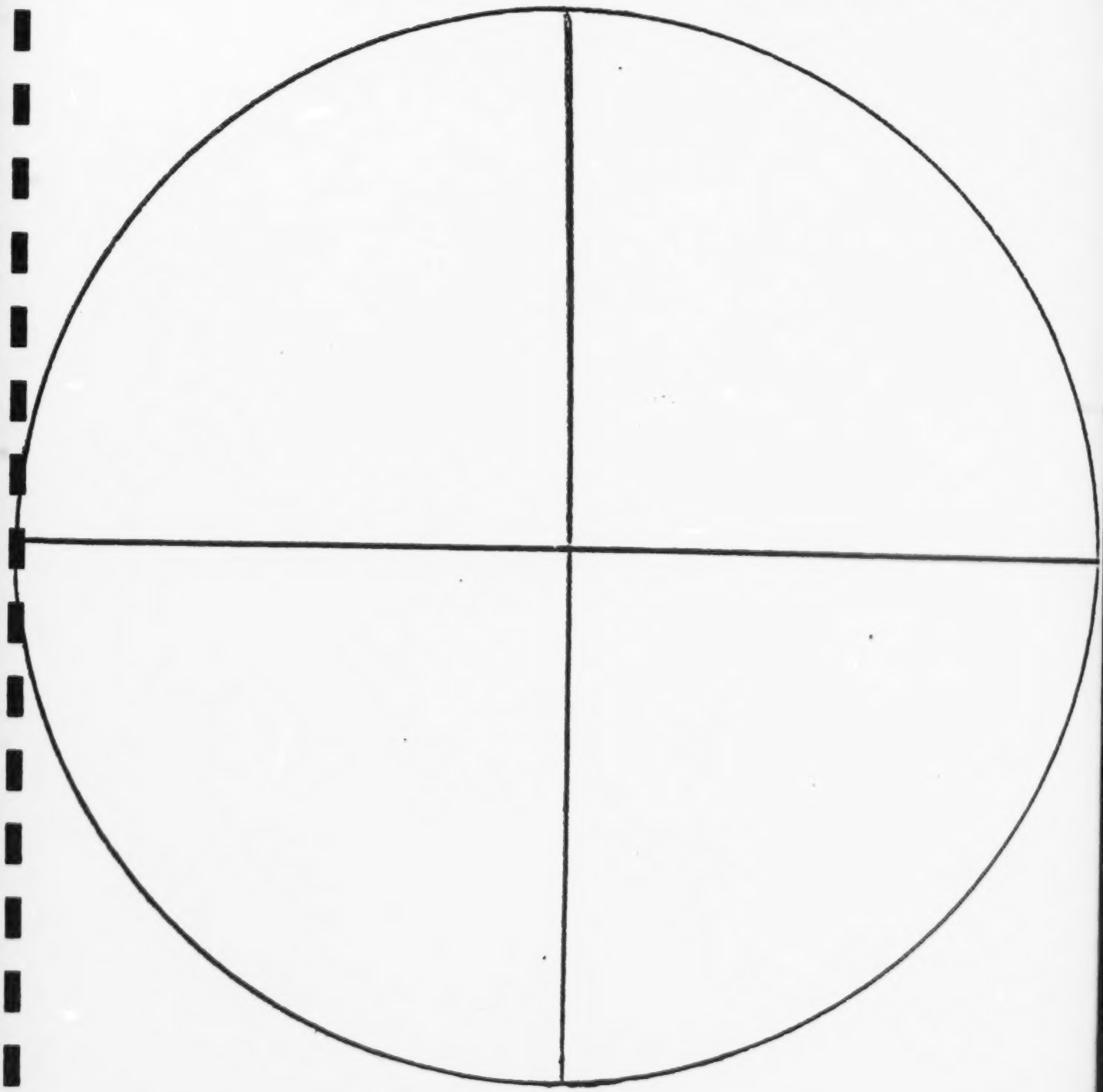
140

He looks like a dog. fox - box 1A	It shines in the sky. fun - sun 1A	It spins around. top - mop 1A
you go up and down. cot - hop 1A	It rides to school. bus - rut 1A	It is very small. bug - tub 1A 126
you can sleep on it. 141 pot - cot 1A	Cowboys wear one. gum - gun 1A	It goes up and down. 142 hill - pill 1A

WORD CHECKERS



WORD FAMILY - WORD WHEEL



HANDOUT

The "ay" Family

1. This is a month in the year.

(May)

2. This is a color word, it looks like faded black, or white mixed into black.

(gray)

3. There are 7 of these in a week.

4. This is something you do in a church.

5. You use this to put dishes on it and serve food. Waitresses carry them in restaurants.

6. This word gives you permission to do something.

7. This happens to material when it gets old and worn and the threads begin to show.

8. To put something down.

9. This refers to a motion when you move side to side, sometimes it is done to a rhythm or beat in music.

10. Children do this with toys, dolls and balls.

11. You can see big stacks of these in fields. Horses and cows eat it. Farmers grow it. You can ride in it.

12. This is a substance you can roll and form into different objects. It starts out hard but when you work with it in your hands it softens. You mold it. It hardens when baked. Used in making pottery.

13. This is a loud harsh cry of a mule. Can also refer to the similiar sound in the blast of a trumpet.

14. This word has several meanings. As an adjective it refers to a reddish brown in color ie a horse of a ___ color. As a verb it can refer to a bark with a deep sound ie the hounds _____. As a noun it can refer to a position of a person or animal in danger compelled to face it with no escape possible ie the guard held five robbers at ___.

This meaning you are probably most familiar with is a part of the sea or ocean that is in a curved and sheltered recess of the shore.

15. This word can refer to a direction, a road or street or a means or method.

16. You do this when you buy clothes or food or make any kind of purchase. This is what one gets for doing his job.

17. This is a single line of light as from the sun. One of a number of thin lines spreading from a common center, like spokes of a wheel. A glimmer or trace as a ___ of hope.

18. This word means a distance off as to be ____ from home, the crowd etc.

19. To wander or be lost, as in a dog or our thoughts.

20. This means to remain or wait.

21. To utter in words, to tell, to recite or repeat as in a poem.

Follow up Poem activity to "ay" words.

It's a rainy _____.
We can't go out and _____.
The clouds are very _____.
I'd like to see the sun's _____.

I wish there was a _____
To romp and jump in the _____,
In the merry month of _____;

Or maybe we could _____
To ride a boat in the _____.
We could sit or we could _____
Let our thoughts go a _____
And sip drinks from the _____
To the music we could _____

Instead; inside we must _____
And make things with our _____
Because it's a rainy _____.

I wish there was a _____
But I can only hope and _____
That the clouds won't _____
And the rain will go _____

Then I could _____
That we see and feel the sun's _____
In the merry month of _____.

Or does all this happen in April?

ANSWER KEY
131

The "ay" Family *

1. May	18. away		
2. gray	19. stray		
3. days	20. stay		
4. pray	21. say		
5. tray			
6. may			
7. fray			
8. lay			
9. sway			
10. play			
11. hay			
12. clay			
13. bray			
14. bay, by, bay, bay			
15. way			
16. pay			
17. ray			

Follow up poem *

stay	day		
clay	play		
day	gray		
	rays		
way			
pray	way (day)		
stay	hay		
away	May		
	stay	say	
	bay	ray(s)	
	lay	May	
	stray		
	tray		
	sway		

*Accept any reasonable answers

WORD SEARCH PUZZLES